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Vol. XXXIII, No. 9

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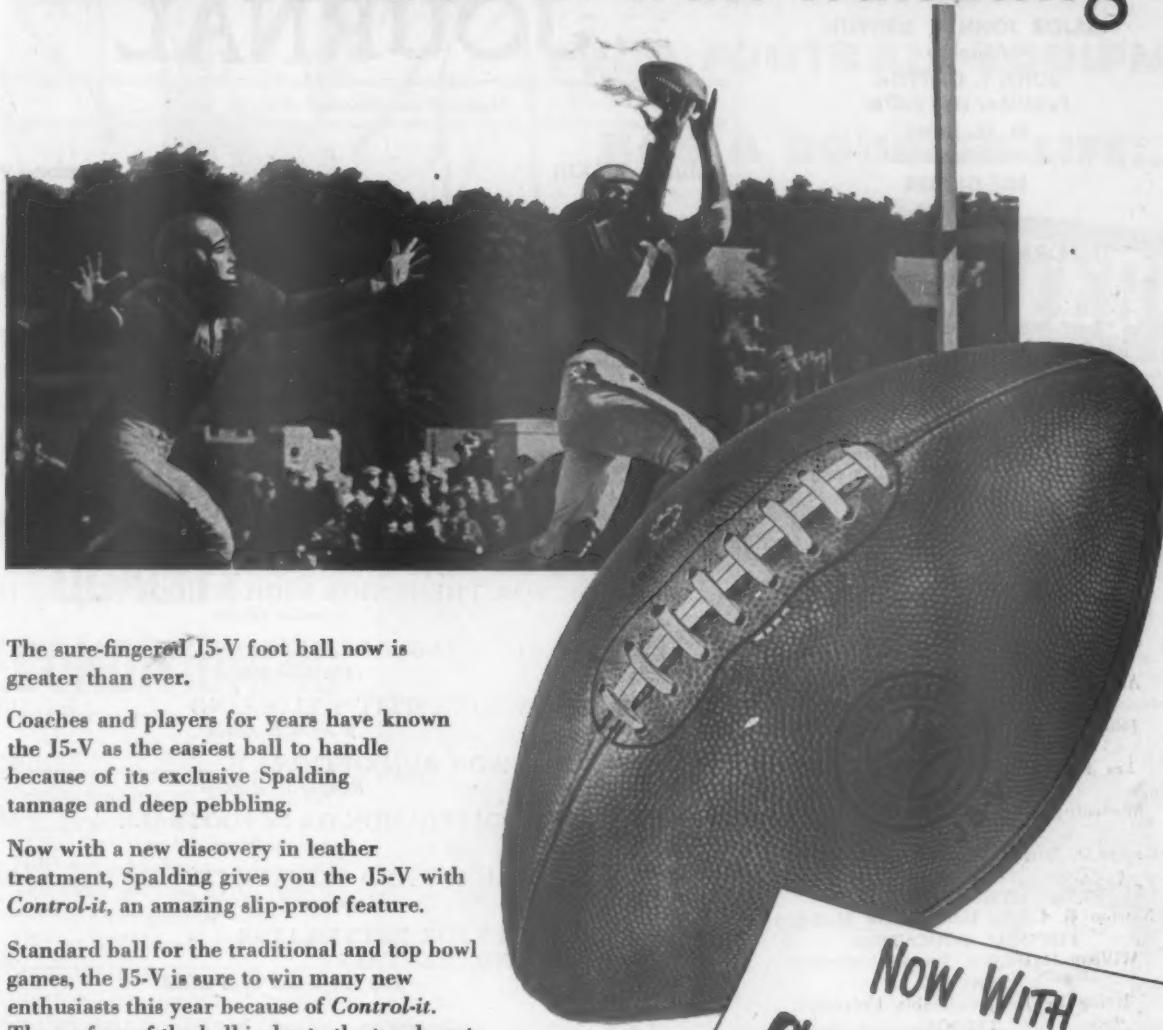
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FRONT COVER ILLUSTRATION

In accordance with our policy of using a front cover picture
related to our lead article, this month's cover picture shows the
type of fundamentals used at New Trier High School. These
fundamentals are discussed in the article which starts on page 6.

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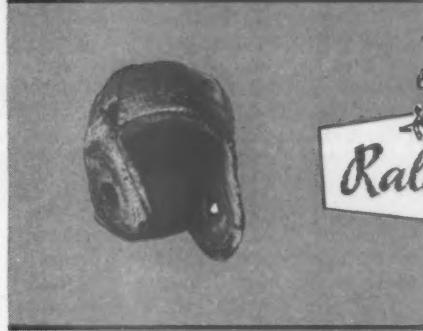
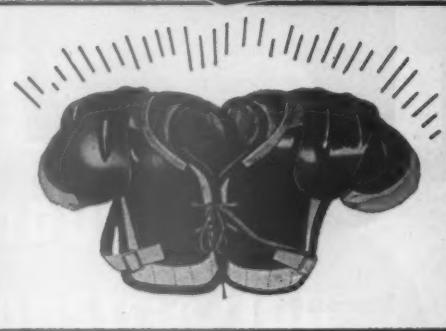
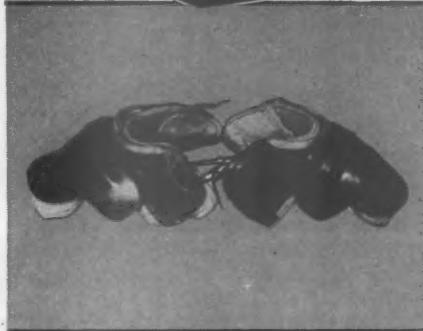
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from here and there



THE sixteen coaches of the finalist teams in the Iowa's boys' basketball tournament had on an average almost one more year of coaching experience than their brothers who coached the 16 finalist teams in the girls' tournament. The average graduating class from college for the boys' teams was 1943, while for the coaches of the girls' teams it was 1944. Nine of the coaches graduated from teachers colleges, 14 from independent Iowa colleges, and 9 from universities. Of the 32 coaches, five are graduates of schools outside the state . . . To the spectators, overjoyed at being able to know the players better without the two platoon system, you have a shock coming. Here is the way "Biggie" Munn is handling it in spring practice when a team switches from offense to defense. The left guard goes to right guard, center to right linebacker, right guard to left tackle, left tackle to left guard, quarterback to right halfback, right halfback to left halfback, left halfback to safety man, and fullback to left linebacker. Under this system the left tackle must be fast. Probably this man will not be big enough to play defensive tackle so he is shifted to guard. "Biggie" wants to save the quarterback as much as possible so he shifts him to right halfback where experience has shown "Biggie" there is the least defensive backfield action. Incidentally, these shifts are not individual shifts due to individual characteristics, but are standard shifts; otherwise, any sane pattern of substitution could not be maintained . . . When Lisle Blackbourn called his Marquette squad together to outline daily practice routines, he emphasized the importance of lengthy workouts on tackling. A voice from the rear, obviously an offensive man, piped up: "Tackling? What's that?"

* * *

BOB WREN, Ohio University baseball coach, related the story of an argument he had with an umpire when he was playing with Toledo. "When the third pitch whizzed over, relates Wren, I turned to the ump

and told him it was no strike. The ump said, 'Well, if you think that wasn't a strike, take a look at the box score in tomorrow's paper and see.' Wren said, I did and it was." . . . In the past we have mentioned the number of coaches who painted for a hobby. Another unusual hobby is bee-keeping, practiced by Gene Wettstone, Penn State gymnastics coach. At a recent farm show Wettstone walked off with top honors for his bees . . . One of the oldest companies in American business is a firm well known in the field of athletics—the A. S. Barnes Company which was founded in 1838 . . . What must be the outstanding coaching record of all time is the record that Bob Kiphuth, Yale swimming coach, possesses. Out of 500 dual meets, Yale has only lost 10. In compiling the record, consecutive victory cycles of 63, 65, 175, and the current 98 were accumulated . . . What is the greatest number of consecutive tie games that a football team has played? The best we have come across is five played by Wofford College in 1948, under Phil Dickens, the newly appointed Wyoming coach . . . The longest basketball winning streak in colleges is the 44 games won by Texas in the years 1913 to 1917. In more recent times Long Island (1935-37) and Seton Hall (1939-41) have strings of 43 wins . . . Joseph Pawlowski moves into collegiate ranks with his appointment as football coach at St. Joseph's College in Rensselaer, Ind. Pawlowski played at Illinois under Zuppke and Eliot. After playing professional football he entered coaching in 1946 at Alexander Park High School, Portsmouth, Va. Moving to Churchland High School in Portsmouth he was named Virginia Coach of the Year in 1948. He comes to St. Joseph's from Paxton, Ill., High School . . . In Oklahoma only four of the 779 high schools have swimming pools . . . Joe Marguici, former Detroit Lion back and football and basketball coach at Marshall High School in Los Angeles, has been named backfield coach at the University of Denver . . . Ollie Sax, Penn State's outstanding track man, appar-

(Continued on page 53)

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Organizing the Season

By WALTER ASHENBACH

Football Coach, New Trier High School, Winnetka, Illinois

IN OVER a quarter of a century of coaching high school football it has been our experience that when a coach has a winning team the public thinks he has done a great coaching job. In the lean seasons the coaching situation is not so favorable. Actually, a coach probably does a better job during the losing seasons than he does in the successful ones. There are two factors involved in winning football games over which a coach has little or no control. One is material; the other is morale or leadership. Leadership, which counts the most, must come from the boys themselves. Either a coach has some leaders on the squad who are able to pull the boys together in the tough situations or he does not. When there are no leaders, there is not much a coach can do about the situation. A conscientious coach is just one of the many factors necessary to a successful team.

The average high school coach has many problems which are not encountered by the college coach. High school boys are younger, more emotional, and without experience. In some cases they do not even know the right way to put on helmets and shoulder pads. Coaches of high school teams have to start from the ground up.

With the elimination of spring practice in most states, due to the efforts of well-intentioned but misguided administrators, many high school coaches have only three weeks or less to prepare for the first game of the season. Compare this time with that allotted most college coaches who have twenty days of spring prac-

tice which, by the way, they consider inadequate, plus three or four weeks of practice time in the fall.

In three weeks we have to try to

WALTER ASHENBACH played end for four years at Dartmouth, graduating in 1921. During the same period he also played baseball. He started his career as baseball coach at Plymouth, New Hampshire and then spent two years at Columbia High School in South Orange, New Jersey as head coach in both sports. Ashenbach arrived at New Trier in 1925 and since that time has won 138, tied 10, and lost 76. During the last eleven years his teams, operating under his single wing and winged T attack, have won over 80 per cent of their games. Last fall's team was undefeated. Last summer Ashenbach was one of the two guest instructors at the Utah High School Coaches Association Coaching School. The most frequent question he was asked was the method he used in teaching fundamentals and organizing the season, which prompted this article. Ashenbach is a high school member of the Rules Committee of the American Football Coaches Association.

from one position to another, teach offensive and defensive fundamentals, offensive assignments against changing or various defenses, the same for defense, work on punting offense and defense, place kicking, kick-off formations, etc.

In order to use the available time to the best advantage and to prepare a practice schedule, two things are necessary. First, an analysis should be made of what to teach. Second, the coach should decide what breakdown of drills must be used. After the practice schedule is made, the time to be spent on offense and defense must be proportioned.

To proportion the time properly, the type of block required of each boy, according to position for every play to be used against various defenses, should be examined and recorded. This will result in a frequency chart and aid in the preparation of the practice schedule. A similar analysis should be made for defense. From this data an outline can be prepared as follows:

Offense

All players

1. Stance and starts — some variation between the line and the backs.
2. Head and shoulder block.
3. Cross-body block.
4. Reverse cross-body block.

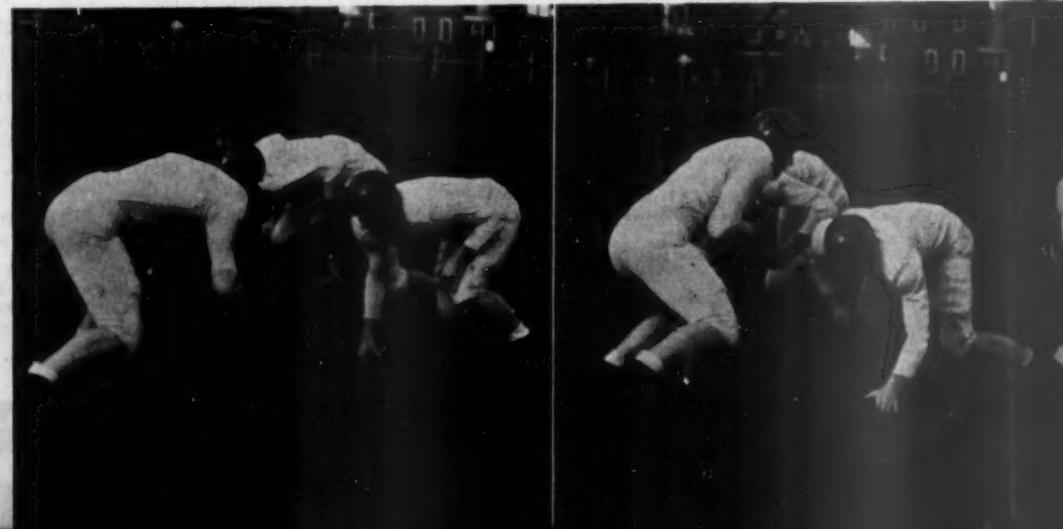
Line

1. Post and lead block — three variations.
2. Pulling out of the line.
3. Trap blocking.
4. Blocking the secondary or down-field blocking.

get the players in condition, give each boy a fair chance, select the best ones for each position which frequently necessitates changing them

Post and Lead Block

PHOTO BY
J. B. HARRIS



5. Check blocking — two types.
6. Pass protection blocking versus various defenses.

Backs

1. Ball-handling.
2. Open field tactics.
3. Passing and pass receiving.

Ends

1. Special blocks
2. Pass receiving
3. Evading hold-ups on pass plays.
4. Running down under punts.

Defense

All players

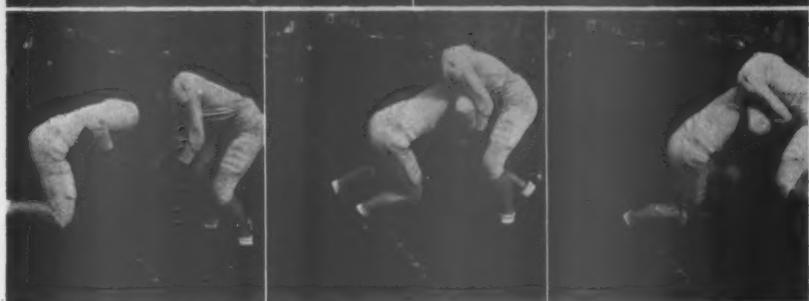
1. Tackling.

Line

1. Defensive maneuvers and charges.
2. Defense versus pass plays.

Backs

1. Defense versus running plays.



Head and Shoulder

Gross-Body

2. Defense versus pass plays.

Linebackers

1. Defense versus running plays.
2. Defense versus pass plays.

All players

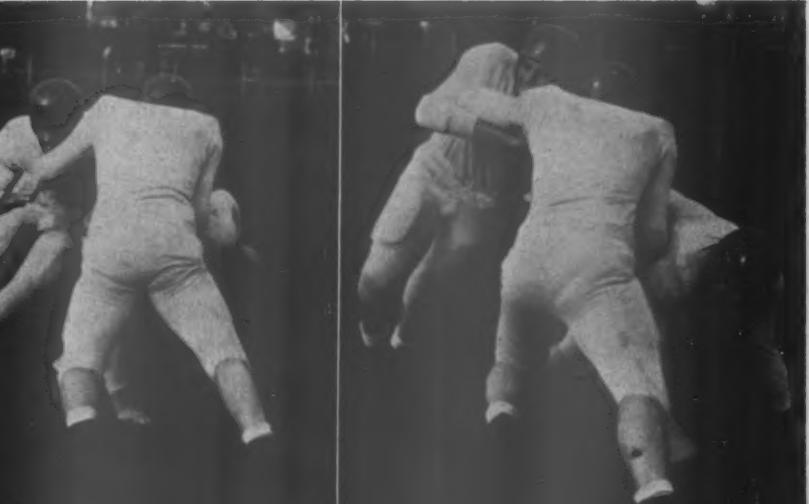
1. Punting drills — offense and defense.

Next, the methods of teaching and the breakdown of drills for the items mentioned in the outline should be listed. A practice schedule can then be assembled and properly apportioned.

Head and Shoulder Block

Coaching is teaching, and it should follow the principles of sound pedagogy. One learns by hearing, seeing and doing; the most important of these is doing.

In coaching blocking we try to use





1. Common Fault Head Too Low

Left

all three methods. Probably the basic block used most by teams playing the T or single wing is the shoulder block. First, the boys are asked to form in a circle and we explain the exact details of the block, step by step. Then, with the balance observing, each boy is given the opportunity of trying to block a teammate, slow motion, being corrected by the coach, step by step. The second time around they go at half speed, with the boy being blocked leaning over the shoulder of the blocker, and the blocker trying to lift him and carry him on his shoulder like a bag of flour to give the idea of the upward thrust. Our boys are told that any time they get the defensive player up on his toes he has lost most of his efficiency on defense.

Every day we try to spend some time practicing the shoulder block. The boys count off by twos. The No. 1 players face the No. 2 players in a line. Then they block on command, first with the right shoulder, then with the left shoulder. Next, the players switch and the drill is repeated. Boys who are being blocked should offer some resistance and not just be taken. The use of light air bags by the defense and the Crowther machine have proved very helpful.

Some common faults which we have experienced over the years with high school players are as follows: The boys tend to keep their heads down instead of looking up and using a "bull-neck." Invariably, this results in their tails being higher than their shoulders. The power of the block is down instead of up, as the bodies of the players follow their heads, usually to the ground. Players have their feet too close together instead of placing them wide for a balanced base. They use long steps instead of short "piston-like" steps. Power in this block is developed by the legs. Failure of a player to keep the side of his head and neck in contact with the opponent results in his losing control of the defensive man.

On other blocks, especially running blocks, on secondary or tertiary, the average high school player fails to get close enough to his opponent before throwing his block. High school boys

Right

2. Common Fault Not Blocking Through



3. Common Fault Feet Too Close

Left

will block at a man instead of through him. This fault also applies to tackling.

Our boys are encouraged to think for themselves and to analyze the tactics of the defense. For example, in a shoulder block, if the right shoulder is being used, the right leg should be under that shoulder at the moment of contact. The distance between the blocker and the defensive man determines whether the blocker should start with his inside foot and make contact on the first step or whether he should start with his outside foot and make contact on his second step. The boy should make this decision himself.

A check block can be made by using a shoulder block or a side body block, depending upon the type of charge and the direction of the defensive man. The decision of which block to use should be the boy's.

Every season we are amazed at the improvement made by boys who during the first few weeks of practice appeared to be hopeless, but who with encouragement and constant drill developed into good blockers before the season ended.

In teaching the head-on and side body techniques of tackling, a circle is formed again and the boys go through the steps in slow motion, one by one. In the next drill the players line up in a column, with the ball-carrier facing the column three or four yards away. The ball-carrier runs at half speed toward the first boy in the column who tackles without the use of his arms, similar to a shoulder block. Thus, body contact is emphasized first and not arm tackling. The boy who was the ball-carrier now goes to the end of the line and the boy who did the tackling becomes the ball-carrier. This rotation continues until every boy has tackled with each shoulder.

The next time we permit the boys to use their arms after shoulder contact, driving forward with their shoulder, pulling in with their arms, and with their legs moving. In this drill the ball-carrier must put two arms around the ball as he is falling to the ground.

Right

4. Common Fault Steps Too Long



Tackling Head-On

Left

The drill for side-body tackling is performed by having two lines of players, with the ball-carrier, running at a 90 degree angle toward the tackler. The boys rotate until each one has tackled from each side. We use the tackling dummy and similar gadgets very seldom. An excellent drill to teach boys not to arm tackle, to stay on their feet, and to drive through the ball-carrier is as follows: Two large blocking dummies are placed about five yards apart. The linemen take turns standing between the dummies and tackling the ball-carriers. Then the backs in turn run between the dummies and try to evade the tackler by various open field tactics such as the stiff arm, side-step, cross-step, change-of-pace, pivot, etc. Next, the backs become the tacklers and the linemen run with the ball.

After the boys have learned the proper techniques involved in tackling, game situations are set up according to position. The linemen take a defensive charge against a blocker and try to tackle a ball-carrier who runs past on either side. The linebackers tackle a man who is running at them with and without a blocker ahead of him or with a blocker coming from the side. They also tackle a back who is sweeping to the sideline and then cutting back, always keeping a step or two behind the runner as he moves laterally, while going parallel, in order not to over-run the ball-carrier in case of a cutback, and to tackle from the inside out.

The three deep backs have a similar drill, with a blocker or two in front of the runner. They rotate and coordinate according to their defensive responsibilities and try to tackle the runner.

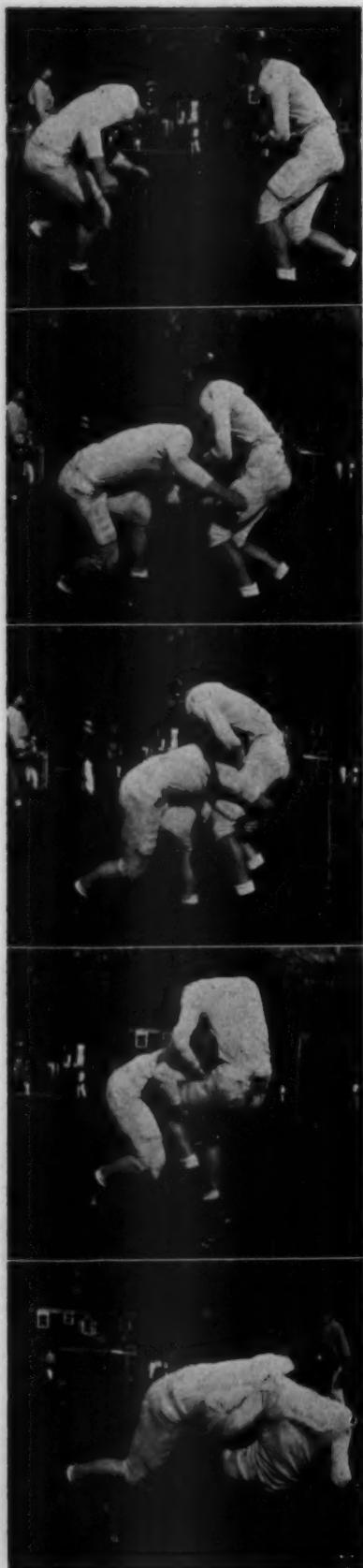
Common errors made by high school boys are arm tackling, usually due to being off balance, failing to make the ball-carrier "show" first, thus getting feinted out of position or off balance, and tackling at the man instead of through him.

Teaching Plays

In order to give proper attention to the details required in blocking
(Continued on page 50)

Right

Tackling Side-Body



Recording Information for the Scout Report

By EDWARD L. TEAGUE, JR.
Assistant Football Coach, University of Maryland

BECAUSE of the many innovations in offense and defense, scouting in football today has become more complicated, and also more important. Not only does the coach have to be prepared for any number of defenses which may be used against his team, but he may expect to meet teams that use two or more offensive formations. This means that his scout must be even more accurate than in past years in presenting information to be used in preparing for a future opponent.

Techniques used in gathering information during a game are developed with experience. Each scout has a method that he considers practical and effective, and which will enable him to obtain the information expected by his coach. Many coaches are specific in directing the scout to cover certain phases of the team's offense and defense, while others allow the scout more freedom in presenting the information. Regardless of the coach's desires, it is generally accepted that scouting has a definite purpose — to gain as much accurate information as possible on the opponent's offense, defense, and game strategy. Factors such as offensive and defensive personnel, specialists, line splits, defensive coverage, and favorite offensive plays are all taken into consideration in varying degrees by the individual coach. Realizing these facts, the following explanation of a scouting chart is made in the hope that it may be used to advantage in supplementing ideas or methods which are now being used.

The accompanying illustration shows two sample blocks taken from the main chart. The complete chart includes four such blocks, equally divided on regular letter-size sheets of ditto paper. Space is available for down and distance, gain or loss, position of the ball (both yard line and hashmarks), opponent's defense, and offensive alignment and play,

and finally, space for comments about personnel, unusual plays, or any other information the scout thinks is important. The best features of several such forms now in use have been combined to make this chart. It is felt that this chart is in simplified form and can be very comprehensive.

On the chart, the information is recorded in the sample block. The offensive backs are numbered from

scout could derive from the first sample block. "Second down, eight yards to go, ball on own 30, right hashmark, fullback 26, with straight-ahead blocking. Five-four defense. Gained 7 yards. Number 18 fine runner. The second block shows another play and comments which have been recorded.

Using this method for each down, the scout may soon begin to get a good picture of the opponent. The same chart can be used for defense as well. It gives a record of the defensive strategy of the opponent, as well as pass defense, rotation to flankers or men in motion, and notes on defensive personnel. The defense can be noted using code names or the scout's own defensive numbers, and any variations can be diagrammed after the play or during time outs.

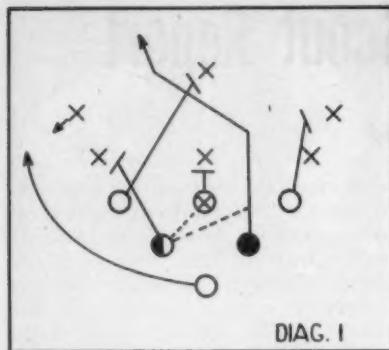
The advantage of using this type of scout chart is that writing is held to a minimum, since much of the information is already recorded, and a few numbers or circles will be all that is necessary. Many scouts jot down notes and code numbers in notebooks, but sometimes the game situation is forgotten. By listening to the public address system, or glancing at the scoreboard just as the official spots the ball, the scout can record everything but the play, gain, and defense. Then, using whatever system of observation he prefers, the scout watches the play. After the play is over, he jots down the number of the play, position of the backs, split in the line, and anything else about the play that he thinks is important.

Two scouts may use this method with ease since one can be responsible for writing down the information and both may observe; however, one scout can do a good job by being alert and concentrating on one phase at a time. A handy writing pad may be made by fastening these charts together and clipping them in a manila folder. This gives the scout

(Continued on page 53)

left to right; 2, 3, and 4. Thus, when No. 2 is placed to the right of the offensive formation, it indicates that Nos. 3 and 4 are in their regular positions. A dash indicates a split between the end and tackle, or in the line. By jotting down a number and a dash, the scout can eliminate diagramming or writing and have more time to watch the play.

Here is the information that the



THE quickie series of plays derives its name from its base play which is a quick thrust between the defensive center and end by either up-back. In this series, the ball-handling involves primarily the No. 1 and No. 2 backs. The left up-back is No. 1, the right up-back No. 2, and the tailback is No. 3. Diagram 1 shows the base play. This play has its greatest chance of success against a defense that leaves a gap over the middle, such as the 3-2-1. The other plays in the series can be run against any type of defense, for they owe their strength to the fake of the one up-back to the other. Eight of the plays diagrammed are run from the regular A formation, the other two are shown after a shift right from the base formation. All of the plays except the base play (Diagram 1) can be used after a shift right or left.

As far as personnel is concerned, the placing of the men in the back-field is the same as indicated in the first part of this article, which appeared in the *April issue*, and dealt with the battering ram and half-spin series. The No. 1 back should be a good ball-handler and short passer, the No. 2 back is the speed burner, and the No. 3 back should be a fair runner and long passer. The No. 2 and 3 backs may rotate.

We have found that the base play will work better when we edge the

Spinning Winged A Six-Man Offense

Part 2—Continued from April Issue

By KURT W. LENSER

Department of Recreation, Alhambra, California

two up-backs a little closer to the line of scrimmage and in slightly nearer each other. The spread between the center and ends should be at least two and one-half yards if the defensive ends are playing head-on. If they are on the outside shoulder of the offensive ends, the line split need not be as great. It will be noticed that in the base play, the offensive end makes no block on the defensive wingman; he goes on by for the halfback.

The footwork and maneuvering of the No. 1 back require a few words of explanation. On the snap number, he takes a short step with his left foot in the direction of the center, receiving the snap-back directly in a middle-of-the-body line. Then he can use either a two-hand underhand shovel pass to the No. 2 back, or a left-hand underhand shovel flip of the same nature. If the latter is employed, and it is preferable, he brings the ball down and outside of his left knee, and uses a short backward wind-up before releasing. His body is in a semi-crouch position.

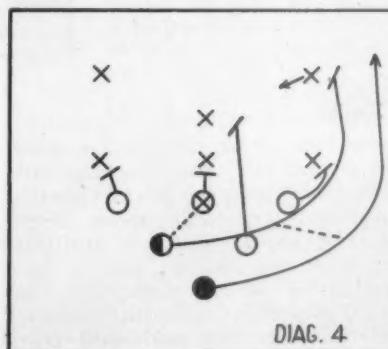
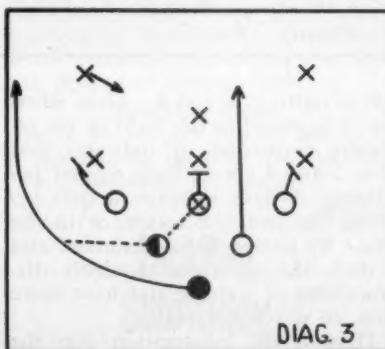
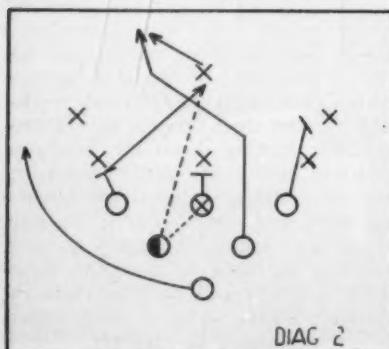
The diagrams show all of the plays, with the snap going to the No. 1 back. Of course, the same plays, with reversed execution, may be run with the snap going to the No. 2 back. He must take his step toward the center with his right foot, and is then in excellent position for the right-hand underhand shovel to the No. 1 back.

Timing between the No. 1 and No. 2 backs in this series is important.

The shovel from the one up-back to the other must be a lead pass, to be taken in full stride. The ball should reach the receiver at approximately the line of scrimmage.

The No. 2 back should be instructed to tuck the ball firmly under one arm after he has received it from No. 1. There was a time when we seriously considered changing the name of this play from quickie to aspirin. It happened back in the fall of 1945. We had been discharged from the navy in October, and had immediately taken over the six-man coaching reins at Stratton, Nebraska. The quickie was added to our repertoire of plays, probably ill-advisedly, for the season was half over, and we had little time to perfect the finer details of its execution. We used the quickie base play in a game at Danbury, Nebraska, and succeeded in springing the ball-carrier well on his way on several occasions. However, this boy employed a two-hand, out-in-front-of-the-body "watermelon" grip on the ball after he received it. Twice, when tackled hard, the ball was jarred from his hold, and recovered by the opponents. Twice, without being tackled, the ball squirted from his grasp, when he had clear shots for touchdowns. We lost the game by one point.

We should like to call attention to the fact that most of the plays in the quickie series take advantage of what is usually termed the weak side of the defense. While we do not wish to go



on record as stating that all six-man football defenses are weaker on the right side than on the left, it has been our experience, borne out in conversations with many six-man coaches in various parts of the country, that most coaches play their weakest men at the defensive right end and right half-back spots. Many of us, of course, try to compensate for this weakness by always playing the strong defensive back to the wide side of the field, to which the smart quarterback will counter by a switch play which still aims at the inferior defensive player.

It would seem that the quickie base play would have little hope of success against a defense like the 3-1-2. However, freezing of the linebacker, and causing him to hesitate for a split-second, can be achieved by a simple maneuver on the part of the left end. This maneuver was shown in Diagram 2 of the battering ram series which appeared in the *April issue*. In this play we freeze the linebacker by having our left end charge fast directly at him for several steps, turn and yell "Hay" as if he were going to receive a pass. This momentary distraction of the linebacker may give the No. 2 back enough of a jump on the middle backer-up to enable him (No. 2) to go all the way down the middle. To keep the linebacker honest, an occasional pass should be thrown to the left end.

Diagram 1 shows the quickie right play. The base play of the series is called the quickie. In this play the No. 2 back receives the shovel from No. 1, darts past the defensive center, and veers diagonally to his left. The No. 1 back, after making his pass, blocks the defensive right end. Then the No. 3 back decoys the defensive right halfback wide. The offensive right end charges by the defensive left end, and takes the defensive left half. Then the center blocks center, and the left end goes down for the safety, on whom he will have an excellent blocking position. If the de-

fensive right half does not decoy out wide with the tailback, or recovers in time to make trouble for the ball-carrier, the latter may lateral to the tailback.

Diagram 2 shows the quickie right pass, which is a fine play to use against either a 3-2-1 or a 3-1-2. The execution is practically the same as is shown in the base play, except the offensive left end checks his man, and then heads for the middle as indicated. The No. 1 back may make a single or double fake in this play—either a single fake to the No. 2 back, or a quick fake to both the No. 2 and 3 backs, before he throws the pass. His left foot is advanced, so that he can recover quickly for excellent forward passing position.

The quickie pitchout is shown in Diagram 3. This play is similar in some respects to the half-spin pitchout play, which appeared in the *April issue*. The difference in the two plays lies in the fact that the pitchout was designed as a running play to set up its companion pass play, while the quickie pitchout play is a running play deriving its merit from the drawing effect that the faking No. 2 back has upon the defensive right halfback.

The No. 1 back makes a preliminary fake to the No. 2 back, swings his left foot back to the left, and pitches out to the tailback. In case the right half on defense does not draw in, the tailback has the option of stopping and setting himself for a forward pass to the No. 2 back down the middle.

Diagram 4 shows the quickie right outside play. The No. 1 back fakes to the No. 2 back, then circles wide to the right, lateralizing to the tailback. The tailback delays his start to the right until the No. 1 back has made his fake to the No. 2 back. He may take a preliminary fake step and body roll to the left before he starts right.

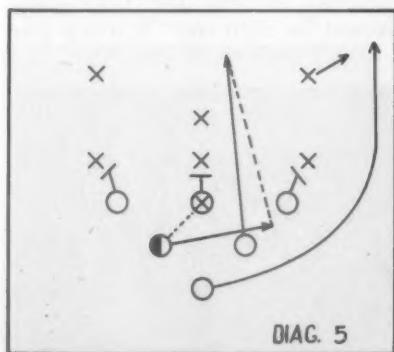
The quickie right outside pass is shown in Diagram 5. This is essentially the same as the running play,

except that the tailback does not delay his start, but goes around to the right fast, drawing the defensive left half with him. There is the usual fake to the No. 2 back. Following the fake, the No. 1 back runs to the right, fakes a pass in the direction of the tailback, then fires one down the middle to the No. 2 back. The left end checks his man for a two count, then goes down diagonally to the left. In case the defensive right half has pulled over towards the middle, the left end may be open for a pass.

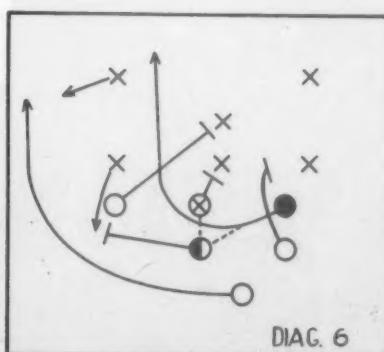
Diagram 6 shows the quickie right end-around, from the A shifted right, against a 3-1-2 defense. This play works well when the defensive right end charges two or three steps straight across, then waits for the play to develop. The offensive left end takes the linebacker. The center has a good blocking angle on his man. The No. 1 back fakes to No. 2, who must start fast, so that the right end, who is the ball-carrier on this play, does not have to hesitate. The end takes a step back with his left foot as he drives off to the left. After his fake to the No. 2 back, the No. 1 back shovels underhand to the right end, and swings out to the left to block the defensive right end. The tailback goes wide to the left to decoy the halfback. If the halfback does not decoy, the end can lateral to the tailback.

The quickie spin keep play is shown in Diagram 7. The No. 1 back receives the snap, shovels underhand to the No. 2 back, then swings wide to the left. Then the No. 2 back takes a step in toward the center with his right foot, receives the ball from the No. 1 back, rocks back toward his back foot, fakes the ball to the tailback, then starts off to the left as indicated, hiding the ball on his left hip. The tailback goes on out to the right and down, with his inside shoulder dropped slightly, and both hands on his right hip, as if he had the ball. After the No. 2 back has

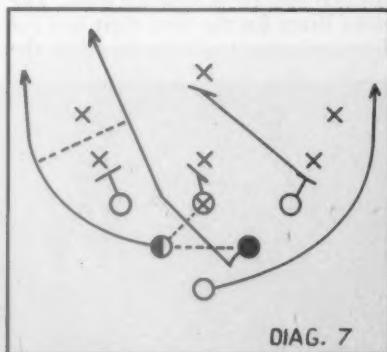
(Continued on page 58)



DIAG. 5



DIAG. 6



DIAG. 7

A Simplified Running Offense for the Junior High School

By NORMAN GESKE
Football Coach, North School, Glencoe, Illinois

FOOTBALL is becoming a more complex and complicated game as every autumn passes. Offenses are becoming more deceptive and defenses more varied. To a junior high school boy this presents a problem, blessed as he is with a minimum of experience and a short attention span. He must master these complex problems and yet he should not be burdened with many and varied assignments because the major part of his time on the field must be spent working on the simple fundamentals. The only answer is to build a type of strategy which is easy to master through the use of simple signal systems.

In previous articles in the *Athletic Journal* on pass defense, defense against running, and on pass offense we have shown how simplicity and complexity can go hand in hand. Although all of these factors are vital to the success of a football team, the most vital is a good powerful deceptive running game. We hold no brief for the simplified running offense of six or seven plays which when competently scouted presents no problem to a capable defense.

Our team operates with fifteen to twenty running plays and running passes. These are in addition to our regular passing offense. The number of plays varies each year according to our material. In spite of the number of plays, we do not expect any boy to learn more than seven assignments. These assignments are clearly indicated by verbal signals which are given in the huddle.

In our signal system the backs and linemen operate as separate units. The backs listen for the first digit and for the word signal which describes the

NORMAN GESKE graduated from Milwaukee State Teachers College and began his coaching career at Roosevelt Junior High School in Beloit, Wisconsin. He coached at Beloit for five years before moving to Glencoe, Illinois where he coaches the seventh and eighth graders. Geske has written three previous articles for us, all with the thought of simplification of football for junior high school boys.

backfield pattern. The linemen listen for the second digit which describes the line blocking pattern. Thus, if the play were a 23-right, the digit 2, and the word *right* would apply to the backs, and the digit 3 to the linemen.

In our system the backs are numbered as follows: quarterback — No. 1, left half — No. 2, fullback — No. 3, and the right half — No. 4 (Diagram 1).

The offensive holes are numbered by the outside hip of the offensive linemen, with the even holes to the left, and the odd holes to the right. Thus, on a 23-right, the first digit, 2, indicates that the No. 2 back or the left half will carry through the second digit, 3 hole, and the backfield will run a *right* pattern. We have seven basic patterns which our back-

field can run. These are *right*, *left*, *quickie*, *no block*, *delay*, *right reverse*, and *left reverse*.

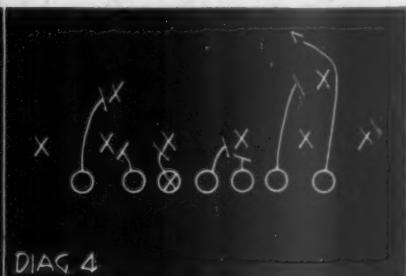
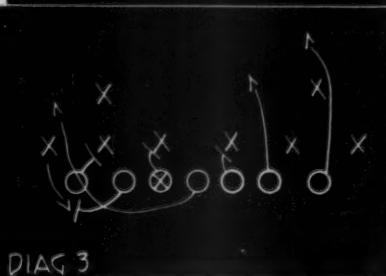
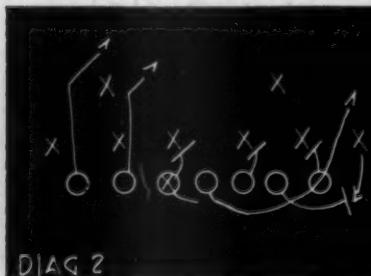
In order to break the offense into its component parts, let us review the six line assignments. In our simplified offense we operate from the T formation with an unbalanced line strong to the right. Our bread and butter hole is the 3 hole and this blocking pattern is used on four of our plays (Diagram 2).

The pulling guard is instructed to cut inside the end and the tackle knows that when he pulls on No. 3, who is blocking, he will block on the end, shoulder to shoulder with the right half or alone. We open the 2 hole on the left in the same manner except that the right guard must pull in front of a retreating quarterback. This pattern calls for a little more practice and timing than the No. 3 pattern (Diagram 3).

Our 6, 7, 1, and 0 holes are opened as is shown in Diagrams 4, 5, 6, and 7. In addition to these six assignments, linemen other than ends who have downfield blocking assignments are instructed to remain on the line and take the man ahead of them if the word *pass* is included in the signal.

Now, let us examine the backfield patterns which operate by word signal. Each back must learn seven of these. Our first and most frequently used pattern is the *right* pattern. In this pattern the right half drives out on the defensive end, joining the tackle who has pulled out. The fullback drives into the 6 hole. If we are running a play in the 30 series he receives the ball; if not, he fakes receiving it. The left half swings around the right end. If it is a play

(Continued on page 55)





DIAG. 1

COACHES today who believe that there are any trade secrets might be accused of naivete. This is especially true since game movies have become so common and are being exchanged frequently. However, all coaches have some pet plays or defenses that they have tried not to advertise. Now, we are not trying to say that the secret of successful coaching is out-tricking the opponents. This calls to mind the comment made about a losing coach by one of his players, a few years after graduation. When asked why he thought they lost so many games, he answered, "Well, Coach— seemed to put all his emphasis upon trying to trick them across the goal line." In other words, a coach cannot ignore blocking and tackling in winning football games. And, of course, it helps to have the players. However, we have found that a fooler play or a trick defense is often a big help, especially when a coach knows his opponents have him outmanned.

We shall attempt to describe a simple T stunting defense which has proved extremely successful at Florida State University. A coach may find it particularly suitable when his roster does not include a couple of tackles, big and agile, who can stand in front of an end, hit him, and play him off to either side. We have, for the most part, been forced to use 180 to 185 pound tackles. Although these boys were small, they had reasonable speed and fight.

Also, it should be borne in mind this defense does not demand that a boy be responsible for defending both to his left and right on the same play.

A Stunting T Defense

By DR. DON VELLER

Professor of Physical Education, Florida State University

DON VELLER played football three years at Indiana and in the 1935 East-West game. His coaching career included seven years at Elkhart, Indiana, High School, one year at Hanover College, and five years at Florida State. His overall record shows 89 wins and 4 ties out of 119 games. Don retired this spring from coaching and is now working as a professor in physical education.

It is entirely a territory defense, except for the halfbacks and safety man.

One other important factor in this defense is that a coach can get along with only one good linebacker. Since good linebackers are difficult to find this is a distinct advantage.

Diagram 1 shows the defense against a straight T alignment. Numbers 2, 3, 5, and 6 assume a normal defensive lineman's stance approximately one foot off the line of scrimmage and directly in front of the guards and ends. Number 4 assumes a normal lineman's defensive stance about one yard off the line of scrimmage. Numbers 1 and 7 are in a crouched stance close enough to be able to touch the buttocks of Nos. 2 and 6.

Three separate sets of stunting are executed simultaneously, including Nos. 1 and 2 together, Nos. 6 and 7 as a team, and a combination of Nos. 3, 4, and 5. Therefore, there are three signal callers working separately. Naturally, the boy with the most poise should do the calling in each combination.

Number 8 assumes a position from two to four yards back, depending upon the situation. This man is the

linebacker and should, of course, be the most agile, toughest, surest tackler. He will have an opportunity to be in on almost every play. Numbers 9 and 10 play normal defensive halfback positions, depending upon the situation. The safety man, No. 11, also plays an orthodox distance.

We shall not discuss the stunting of Nos. 6 and 7 as they will have the same total combinations as Nos. 1 and 2. However, since their maneuvers are called separately, they often stunt differently on a given play.

Let us start with the maneuvering of Nos. 3, 4, and 5. In the play shown in Diagram 2, No. 3 charges fast, head on the center. Number 5 charges hard and fast on the inside shoulder of the tackle and is inside conscious. Number 4, in this case, blasts right over the guard and plays territory.

In the plays shown in Diagrams 2 and 3, the three middle men must be especially conscious of sneaks through the middle. The call for these three middle men, as is shown in Diagram 3, is just the opposite to that shown in Diagram 2, and the respective duties are correspondingly reversed.

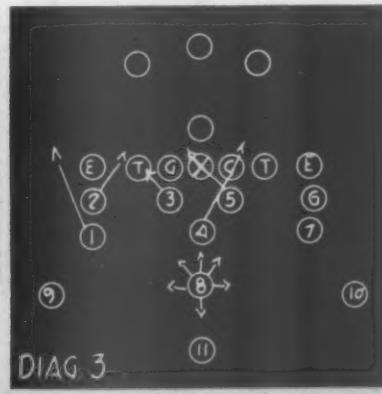
Diagram 4 shows a combination we used less frequently than the others, even though it proved effective on many occasions, especially on passing situations. Our rushing on this combination was usually very effective. Number 4 runs right through the center. Numbers 5 and 3 rush hard to the inside of the tackles. Of course, this is even more of a gambling combination than the others, but on a sure passing situation a coach can often afford to take chances.

In the play shown in Diagram 2, No. 2 charges to the outside and No. 1 goes in tough on the tackle. Numbers 2 and 1, as well as Nos. 6 and 7,

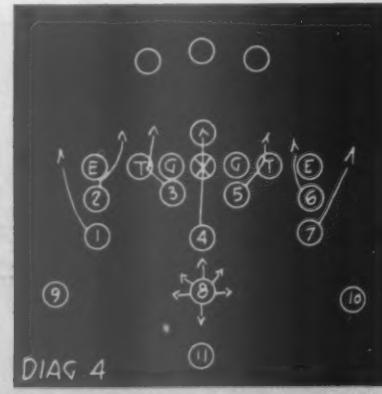
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DIAG. 2



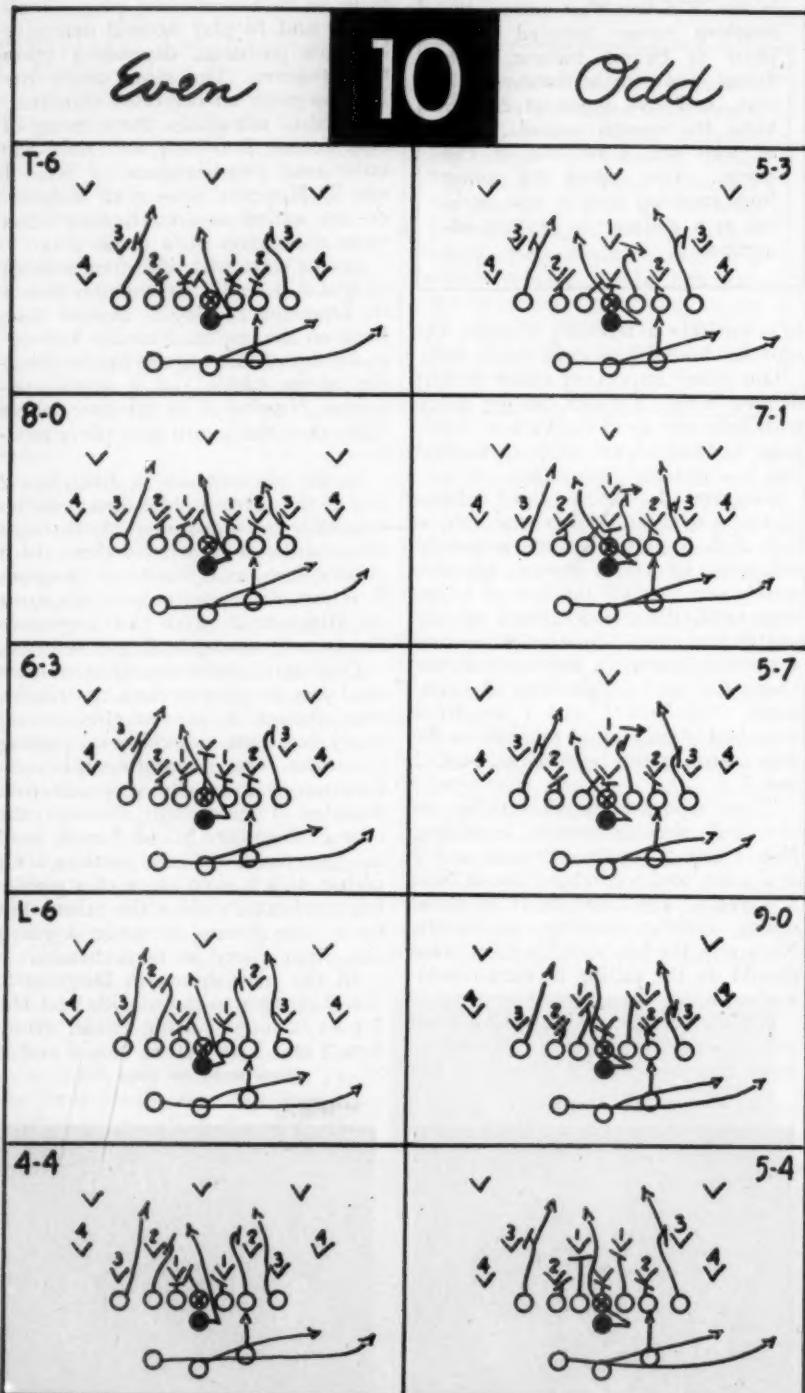
DIAG. 3



DIAG. 4

Teaching Split T Blocking

By WARREN K. GIESE
Assistant Football Coach, University of Maryland



Editor's Note. This is the second part of Warren Giese's masterful article on Teaching Split T Blocking. In the first part, appearing in the April issue, Giese discusses the numbering system for plays. We are presenting here the seven basic running plays to be found in the split T formation run against 10 different defensive formations. The odd numbered plays, 11, 13, 15, 17, 17F, 19 and 21 are the mirror images of the even numbered plays, being run to the opposite side. Thus, merely by holding the 70 even numbered plays shown here before a mirror, the entire 140 plays in the split T running attack are readily available. The preceding article describes the types of defenses and their recognition. We urge all readers to reread the first part of this article before delving into these 70 plays and the description of the individual lineman's duties in each instance.

Left End

On all odd numbered running plays against all defenses, both even and odd, the left end should block the number three man to his side of the line. On all even numbered running plays, he should go inside of the number three man on his side of the line and block downfield ahead of the ball-carrier. This is simple when the left end realizes that these points cover all the assignments for 12 running plays against the following defenses: tight-six, eight-man line, six-three, loose-six, four-four, five-three, seven-one, nine-man line, five-four, seven-five and five-seven. Simple multiplication shows that 14 plays versus 11 defenses makes a total of 154 possible assignments. These are all covered in the two short sentences at the beginning of this paragraph.

Here is some additional information for the left end to keep in mind so that he may better carry out his assignments on the 14 split T running plays.

1. On all running plays to his side of the line, odd numbered plays, that hit inside of him, 11, 21, 13, and 15, the left end must block the number

three man out. On all plays to his side of the line, hitting outside of his position, 17, 17F, and 19, the left end must block the number three man in.

2. On all running plays to the opposite side of the line, even numbered plays, the left end's job of driving inside of the number three man and going downfield to block ahead of the ball-carrier varies according to two factors. If the number three man is playing on the line of scrimmage, then the left end may release inside of him and go downfield as fast as he can. However, should the number three man be playing off of the line of scrimmage, "zero" plays, 10 and 20, call for the end to make a decision. If, as the left end drives inside of his opponent, he feels he has diagnosed the play, then the left end should block the opponent to prevent his getting inside of him. On 12, 14, 16, 16F, and 18, the left end should drive inside of the number three man and go ahead of the ball-carrier.

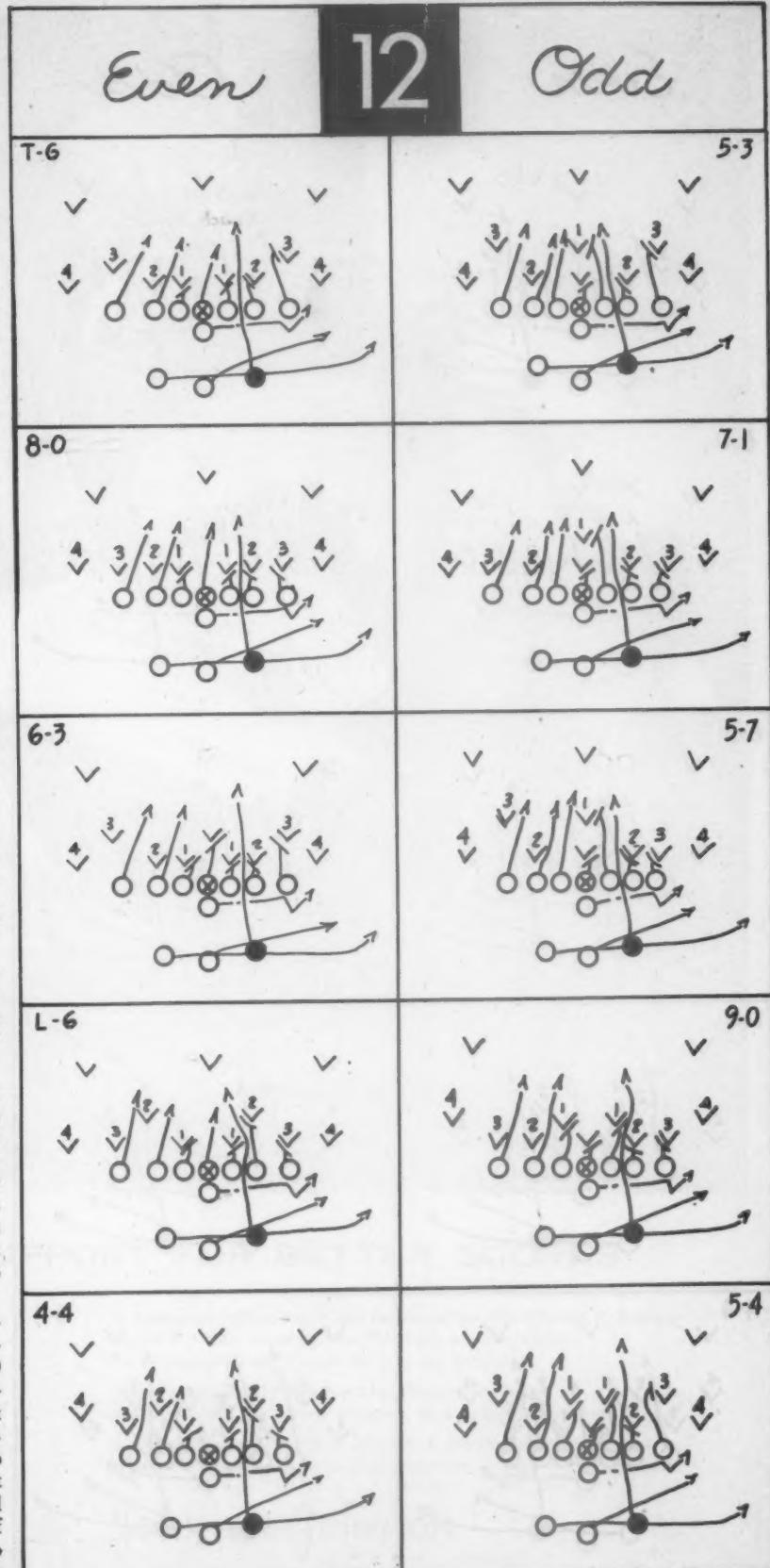
Left Tackle

On all odd numbered running plays, and on 10 and 20, against all defenses, both even and odd, the left tackle should block the number two man to his side of the line. On all even numbered running plays, with the exception of 10 and 20, which we have included with the odd plays, the left tackle should drive inside of the number two man to his side of the line and block downfield ahead of the ball-carrier.

Here is some additional information for the left tackle to keep in mind so that he may better carry out his assignments for the 14 split T running plays.

1. On all running plays to his side of the line, odd numbered plays, that hit inside of him, 11, 21, and 13, and 10 and 20, the left tackle should block the number two man to his side of the line *out*. On all running plays to his side of the line, hitting outside of his position, 15, 17, 17F and 19, the left tackle must block the number two man to his side of the line *in*.

2. On all running plays to the opposite side of the line, even numbered plays, with the exception of 10 and 20, which we have already covered in the above explanation, the left tackle should drive inside of the number two man and go downfield to block ahead of the ball-carrier as fast as he can. The left tackle should not neglect to carry out the detail of driving inside of the number two man on the even numbered plays for

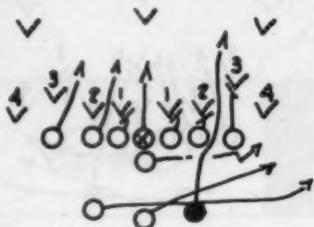


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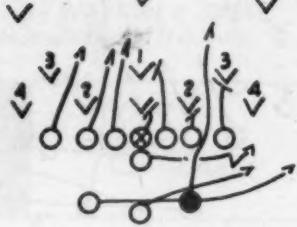
14

Odd

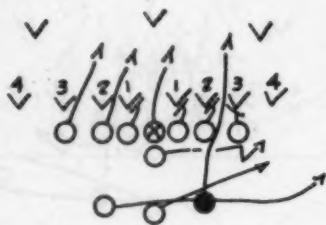
T-6



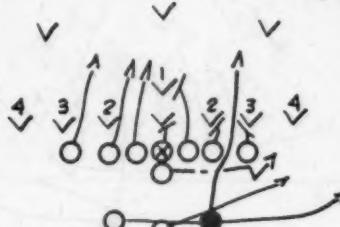
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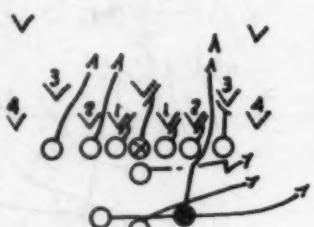
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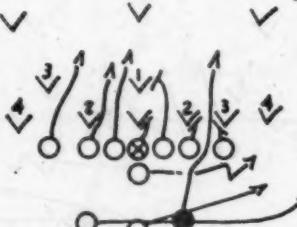
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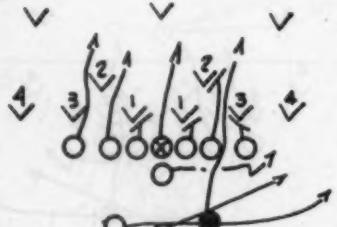
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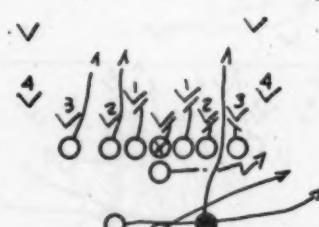
5-7



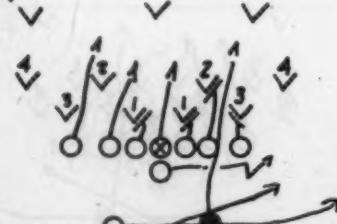
L-6



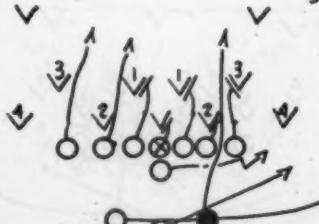
9-0



4-4



5-4



this will delay him long enough for the ball-carrier to break past this defensive man should he be extremely fast in his pursuit of the ball.

Left Guard

On all running plays, both even and odd numbered, against all even defenses, the left guard blocks the number one man to his side of the line. The center helps the left guard on 10 and 20 if there is no defensive man playing in front of him for him to block. A six-three defense would present a situation in which the center would not help. On all odd numbered running plays, against all odd defenses, the left guard is still responsible for the number one man. On all even numbered running plays, against all odd defenses, with the exception of 10 and 20, the left guard goes down-field and blocks ahead of the ball-carrier. On 10 and 20, versus odd defenses, the left guard returns the favor and helps the center block the man without a number who is playing over him. The possibility of having the guards swap assignments on 0 and 1 plays, versus odd defenses, will be noticed. On examining his assignments, the left guard will find his job is just as easy as that of the ends and tackles, with the exception of plays up the middle, 10, 11, 20, and 21. A special effort should be made by the left guard to study these plays to clarify them in his mind.

Here is some additional information for the left guard to keep in mind so that he may better carry out his assignments for the 14 split T running plays.

1. On all running plays to his side of the line, odd numbered plays, that hit inside of him, 11 and 21, the left guard should block the number one man *out*. On all running plays to his side of the line, hitting outside of his position, 13, 15, 17, 17F, and 19, the left guard must block the number one man *in*. This assignment covers both even and odd defenses.

2. On all running plays to the opposite side of the line, even numbered plays, against an even defense, the left guard should block the number one man *to his side out*, or in other words, away from the play.

Center

On all running plays, both even and odd numbered, against an odd defense, the center blocks the man head-on him. The center receives help from the left guard on 10 and 20, and help from the right guard

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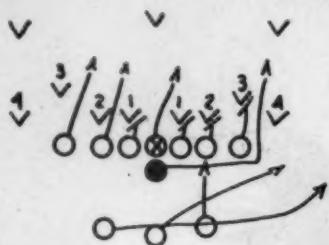
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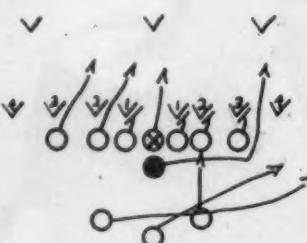
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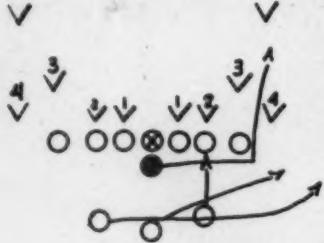
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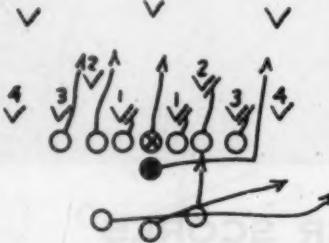
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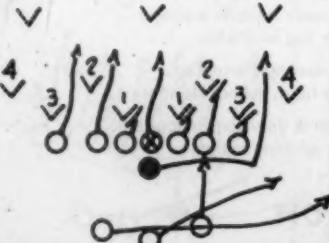
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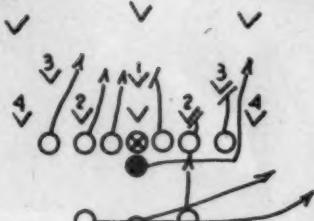
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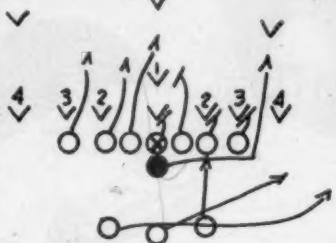
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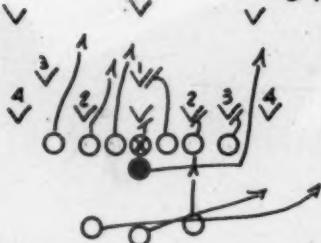
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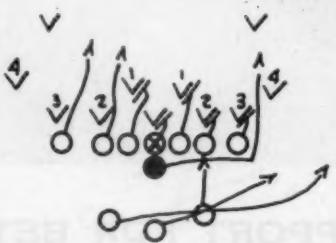
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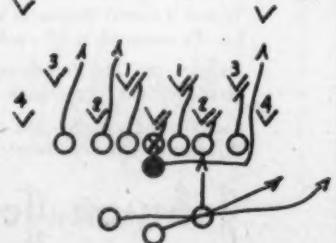
5-7



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5-4



on 11 and 21. On all running plays, with the exception of 10, 20, 11, and 21, against an even defense, the center goes downfield and blocks ahead of the ball-carrier. On 10 and 20, versus an even defense, the center helps the left guard block the number one man to his side, and on 11 and 21 he helps the right guard block the number one man on his side. If ever a situation develops where there are men on the center's guards and also one playing over him, then he should block the man playing on him on all running plays. A six-three situation would necessitate this adjustment. Upon examination of his assignments, the center will find his job is just as easy as that of the ends and tackles, with the exception of 10, 11, 20, and 21. The center should make a special effort to study these plays and to clarify them in his mind.

Here is some additional information for the center to keep in mind so that he may better carry out his assignments for the 14 split T running plays.

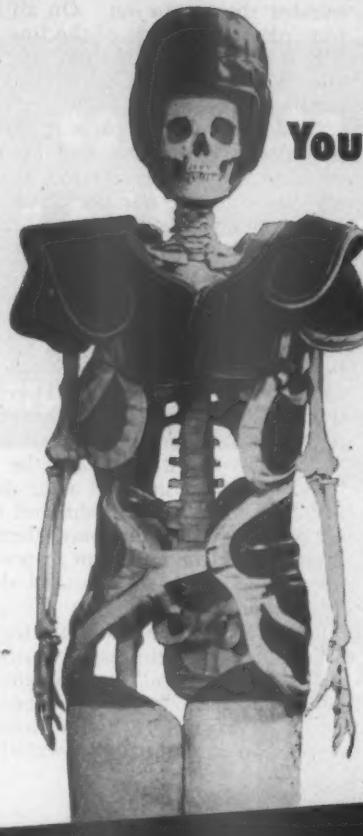
1. On all running plays against an odd defense, with the exception of 10, 11, 20, and 21, the center always blocks the man playing over him away from the path of the ball-carrier. On even numbered plays he would block the man over him to his left and do just the opposite for odd numbered plays. Now, the four plays, 10, 11, 20, and 21 may be considered counter plays, i.e., the fake of the backfield is in one direction but the ball-carrier comes back up the middle away from the fake. Therefore, against odd defenses for 10 and 20, the center drives the man over him along with the fake to his right, with the help of his left guard, and on 11 and 21 he drives the man over him to his left, with the help of the right guard.

Right End

On all even numbered running plays against all defenses, both even and odd, the right end should block the number three man to his side of the line. On all odd numbered running plays he should drive inside of the number three man on his side of the line and block downfield ahead of the ball-carrier.

Here is some additional information for the right end to keep in mind so that he may better carry out his assignments on the 14 split T running plays.

1. On all running plays to his side of the line, even numbered plays, that hit inside of him, 10, 20, 12, and 14, the right end must block the



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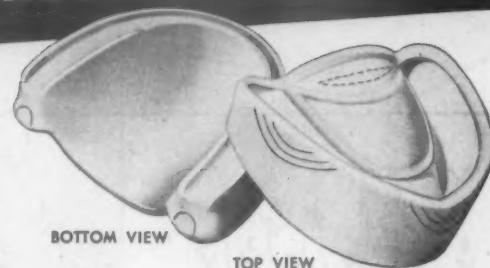
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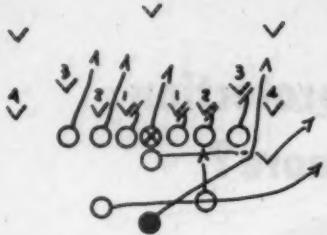
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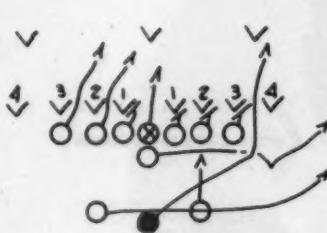
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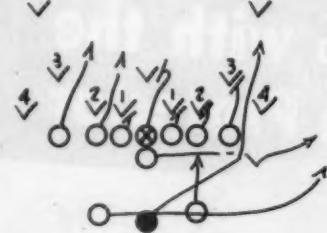
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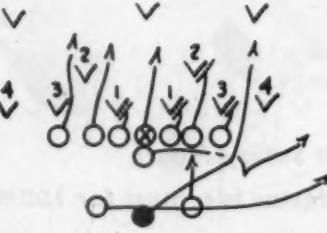
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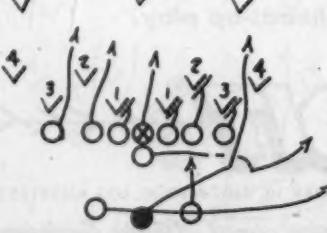
6-3



L-6



4-4



number three man out. On all running plays to his side of the line, hitting outside of his position, 16, 16F, and 18, the right end must block the number three man in.

2. On all running plays to the opposite side of the line, odd numbered plays, the right end's job of driving inside of the number three man and going downfield to block ahead of the ball-carrier varies according to two factors. If the number three man is playing on the line of scrimmage, then the right end may drive inside of him quickly and go downfield to block ahead of the ball-carrier as fast as he can. However, should the number three man be playing off of the line of scrimmage "one" plays, 11-21, call for the end to make the decision. If as he drives inside of his opponent, the end feels he has diagnosed the play, then he should block the opponent to prevent his getting inside of him, and thereby becoming a factor in the play. The number three man, playing off of the line of scrimmage, causes no change in the end's assignment for other odd numbered plays because he still drives inside of the number three man and hurries downfield.

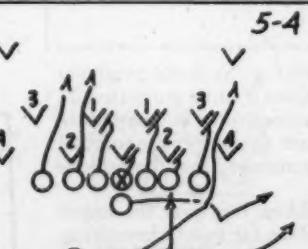
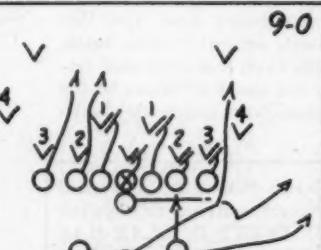
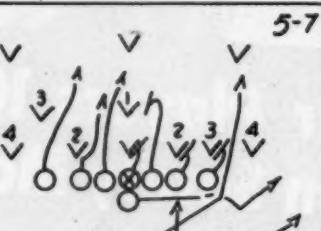
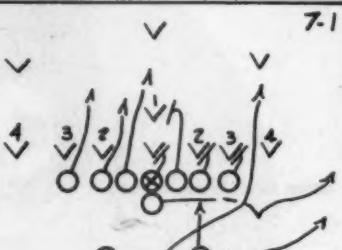
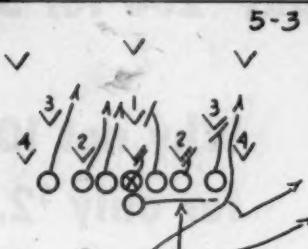
Right Tackle

On all even numbered running plays, and on 11 and 21, against all defenses, both even and odd, the right tackle blocks the number two man to his side of the line. On all odd numbered running plays, with the exception of 11 and 21, which we have included with the even plays, the right tackle drives inside of the number two man to his side of the line and blocks downfield ahead of the ball-carrier.

Here is some additional information for the right tackle to keep in mind so that he may better carry out his assignments for the 14 split T running plays.

1. On all running plays to his side of the line, even numbered plays, that hit inside of him, 10, 20, and 12, and 11 and 21, the right tackle should block the number two man to his side of the line *out*. On all running plays to his side of the line, hitting outside of his position, 14, 16, 16F, and 18, the right tackle must block the number two man to his side of the line *in*.

2. On all running plays to the opposite side of the line, odd numbered plays, with the exception of 11 and 21, which we have already covered, the right tackle should drive inside of the number two man and go down-



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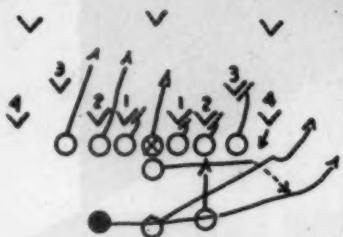
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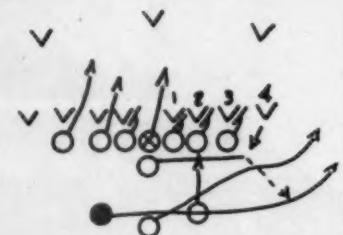
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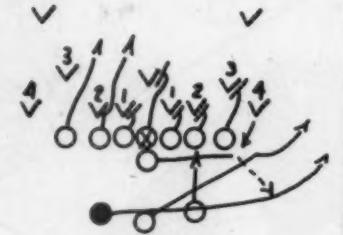
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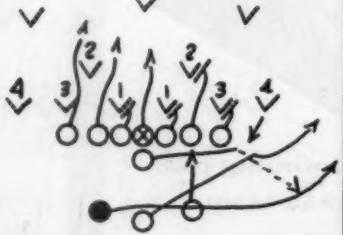
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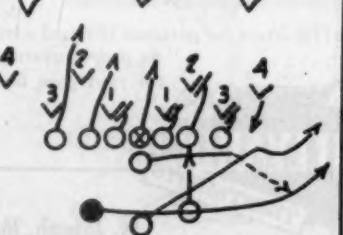
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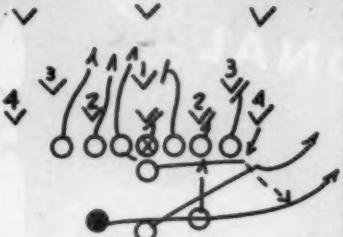
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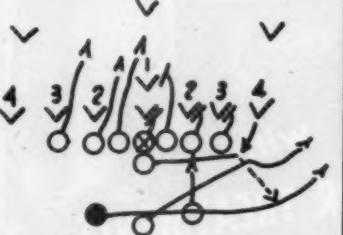
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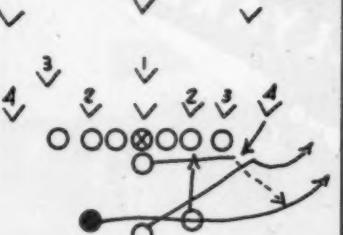
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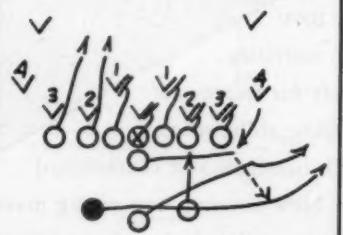
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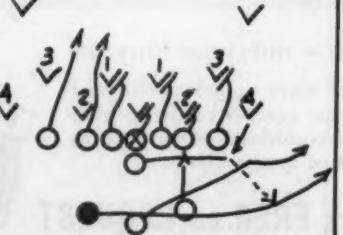
5-7



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5-4



field to block ahead of the ball-carrier as fast as he can. The right tackle should not neglect to carry out the detail of driving inside of the number two man on the odd numbered plays for this will delay him long enough for the ball-carrier to break past this defensive man should he be extremely fast in his pursuit of the ball.

Right Guard

On all running plays, both even and odd numbered, against all even defenses, the right guard blocks the number one man to his side of the line. The center helps the guard on 11 and 21 if there is no defensive man playing in front of him for him to block. A six-three defense would

WARREN GIESE played at Wisconsin State College in 1942 and was transferred to Central Michigan as a V-12 student where he played one year. He played under Tatum at Jacksonville and then followed him to Oklahoma, winning a berth on the conference team. When Jim Tatum went to Maryland, Giese returned to Central Michigan for his last year of eligibility. He joined the staff at Maryland in 1948 and is collaborating with Jim Tatum on a book to be published by the W. C. Brown Company.

present this situation. On all even numbered running plays, against all odd defenses, the right guard is still responsible for the number one man. On all odd numbered running plays, against all odd defenses, with the exception of 11 and 21, the right guard goes downfield and blocks ahead of the ball-carrier. On 11 and 21, versus odd defenses, the guard returns the favor and helps the center block the man without a number who is playing over him. The possibility of having the guards swap assignments on 0 and 1 plays, versus odd defenses will be noticed. Upon examination of his assignments, the right guard will find his job is just as easy as that of the ends and tackles, with the exception of plays up the middle, 10, 11, 20, and 21.

Here is some additional information for the right guard to keep in mind so that he may better carry out his assignments for the 14 split T plays.

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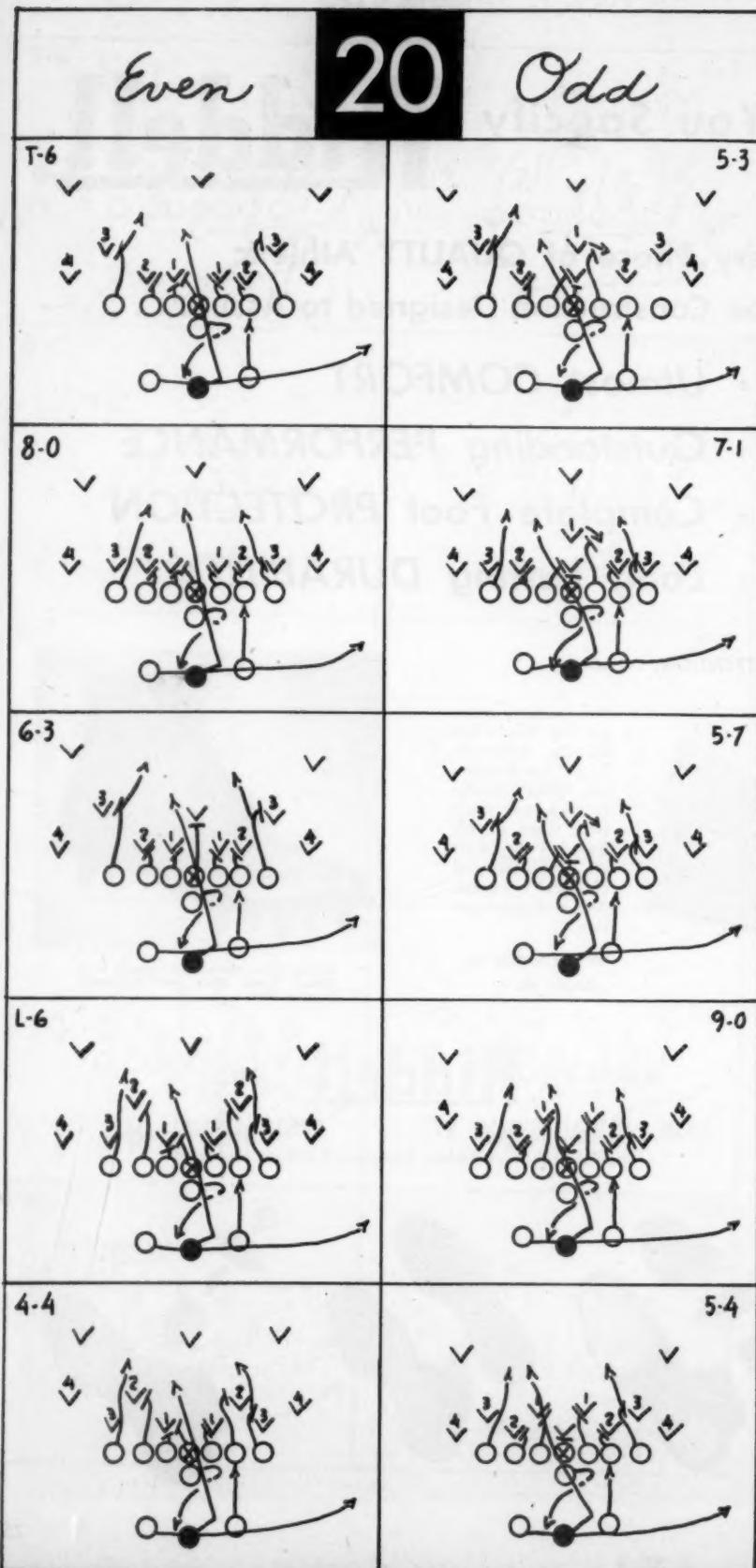


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of the line, even numbered plays, that hit inside of him, 10 and 20, the right guard blocks one man *out*. On all running plays to his side of the line, hitting outside of his position, 12, 14, 16, 16F, and 18, the right guard must block the number one man *in*. This covers both the even and odd defenses.

2. On all running plays to the opposite side of the line, odd numbered plays, against an even defense, the right guard blocks the number one man to his side *out*, or in other words, away from the play.

We have given the complete method of teaching the offensive split T blocking assignments to the linemen. By following the suggested routine of teaching, the linemen should not only have a complete knowledge of their own assignments, but also a more comprehensive picture of overall team operation as well.

Once the offensive blocking assignments are taught, more time can be spent perfecting the details of the offense which, in reality, differentiates the rough and amateur from the finished and professional job of coaching.

There are other important phases of split T football which are not covered here; however, their importance cannot be minimized. Line splits for varying defenses, backfield maneuvers and operations, the type of blocks best adapted to the split T running attack and how to teach their use, quarterback strategy, placing the personnel, all are subjects which must be taken into consideration in order to make the best use of the split T running attack. The subjects just mentioned, and many others, are covered in a book co-authored by the writer and James Tatum, head football coach at the University of Maryland. The book is entitled, *Coaching Football and the Split T*, and it is being published by the Wm. C. Brown Company of 915 Main Street, Dubuque, Iowa.

We would be most interested in knowing the reaction and experiences of coaches who decide to adopt this system of teaching blocking assignments. Please address your comments to Warren K. Giese, Assistant Football Coach, Box 295, College Park, Maryland.

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THE possibility that normal involuntary blinking might have important repercussions in many areas of human activity, including athletics, appears to have evoked little interest until the last few years.

Credit for recognizing the importance of blinking seems to belong to Dr. Robert W. Lawson of the University of Sheffield. According to Dr. Lawson, the simple act of blinking is responsible for a variety of human errors ranging from automobile accidents to missed tennis balls.

The explanation for these consequences lies in the fact that during the course of a blink the pupils of the eyes are covered by the lids. In other words, vision is intermittent and each blink involves a complete visual blackout.

From the evidence at his disposal, Dr. Lawson concludes that the blackout interval ranges from .1 to .3 seconds. Although this seems a small interval of time, it would not be insignificant in modern high-speed athletic performances.

In batting, for example, we have good evidence to indicate that a fast ball takes no longer than .4 to .6 seconds to travel from the pitcher to the catcher. Should a batter blink as the ball leaves the pitcher's hand, it would mean that the ball would not be seen during a large part of its flight. With a blackout interval as short as .1 seconds, the ball would not be seen for from 10 to 15 feet of its flight. A blackout interval as long as .3 seconds would involve losing the ball over a range of 30 to 45 feet.

Since it is obvious that we can seldom hit what we cannot see, it becomes evident that blinking may be

Visual Blackout in Athletics

By A. T. SLATER-HAMMEL

School of Physical Education, Indiana University

an extremely important factor in batting success. Similar effects from blinking can be found in many other athletic situations.

Although Dr. Lawson's analysis of the effects of blinking upon many areas of human activity must be counted an important contribution to our understanding of visual errors and limitations, some questions may be raised as to the actual extent of these effects. Dr. Lawson's estimates of the blackout interval have been based upon photographic studies of the duration of a full blink, from the time the lids start to close until they return to their original position. Since the pupils of the eyes are completely covered by the lids during only part of the blink, it would seem that his estimates are too long. This, of course, would result in some exaggeration of the effects of blinking upon batting and other athletic situations.

To obtain a more exact estimate of the blackout interval, we recently conducted a vision experiment in the physical education laboratory of the School of Health, Physical Education and Recreation at Indiana University. In view of the fact that complete details of this experiment will be published elsewhere in the very near future, only a brief description of the procedures and a summary of some significant findings will be presented in this article.

Measurement of the blackout interval was accomplished by having subjects sit before a neon lamp and signal every time a flash was seen. Through the use of rather elaborate electronic equipment, it was possible

THIS article contains the results of some highly interesting and important research relative to the field of athletics. The author, A. T. Slater-Hammel, participated in track, cross country, and gymnastics at Oberlin College. He holds the position of associate professor in the School of Physical Education at Indiana.

to arrange a situation in which the lowering of a subject's lid during a blink caused the light to flash. The subject, of course, had no knowledge that his blink resulted in the light flash. He was simply told that the light would flash at various times during the experimental period, and he was to depress a key and signal whenever a flash was seen.

Suitable controls made it possible for the experimenter to vary the duration of light over 10 equal time intervals ranging from .01 to .10 seconds. During the course of an experimental period, the duration of the light flash was systematically changed from one interval to another. By keeping a record of which flashes were missed and which were seen, it was possible to obtain measures of the blackout interval.

For the purpose of illustrating an important characteristic of the results obtained, data from a typical subject are summarized as follows:

Duration of light flashes in seconds	Number of lights seen in 25 trials
.01	0
.02	0
.03	2
.04	5
.05	4
.06	9
.07	12
.08	15
.09	19
.10	22

It is evident from an inspection of these results that the blackout interval varies from blink to blink. Since there is no precise interval—that is, an interval below which all lights were missed and above which all lights were seen—it is advisable to speak of a blackout threshold rather than an interval. This threshold is defined as that light duration in which flashes were seen approximately 50 per cent of the time. In the data presented, the blackout threshold would be .07 seconds.

For the twenty-five subjects used in the Indiana University study, the blackout thresholds were found to

(Continued on page 47)



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Foods and Nutrition

PRIOR to the war, we went to some expense to conduct a survey on nutritional practices of coaches. There were so many divergent opinions on each question that any type of summary was impossible.

The survey, if nothing else, proved a statement by Charles Hornbostle which appeared in an article by Wilbur Bohm in our January 1938 issue. Hornbostle said: "I personally believe training is a matter of continuous and conscientious common sense living over a period of time, together with a lot of hard work out on the track, the foods used depending upon what the individual is used to."

In the March issue of the "Journal of the American Medical Association" appeared an article entitled "Nutrition of Athletes." This article was prepared at the request of the Council on Foods and Nutrition, by Harold Upjohn, Julia Shea, Dr. Fredrick Stare of the Department of Nutrition of the Harvard School of Public Health, and Lou Little of Columbia.

There are so many "old wives tales" regarding nutrition of athletes that we feel some of the observations from this article will prove interesting.

"Feeding an athlete is basically no different from feeding an average citizen. In order to obtain the energy and dexterity necessary for a winning team week after week, an adequate diet is essential not only on days of a game, but every day. Long-term conditioning is important. In brief periods of very strenuous physical exercise, muscular efficiency depends on energy reserve and training, not on composition or size of the pre-exercise meal. Yet most of the emphasis these days is placed on what the contestant eats the day of the game. There are

no magic foods which produce super power or agility. The same meat, milk, eggs, vegetables, fruits, enriched and whole grain breads and cereals that are fundamental to the health of every person are needed by an athlete."

"A written record of body weights obtained under the same conditions should be kept weekly, not oftener. By charting weight changes once a week it is possible to tell if an athlete is getting enough to eat in relation to his energy expenditure. Actually on most training table diets the biggest problem is to prevent undesirable weight gain, which can come only from eating more food than is being expended as energy."

"Vitamin supplements have a useful role in medicine, but for the average athlete they are an unnecessary expenditure. All the vitamins, minerals and other nutritive elements he needs are assured when variety guides the meal plan."

"In order to be ready for a game of football at 2 o'clock, for example, only one meal should be eaten before the contest. This is probably best from 9 to 10 o'clock and should consist of easily digestible but satisfying foods. A generous steak, peas, tea, fruit cup, and bread is a popular menu. An hour or better even two hours after the game another meal is desirable. Players rarely overeat after a game."

"For example, it takes the stomach from three to four and one-half hours to empty after an ordinary meal; this emptying time may be lengthened by pre-game emotional strain to six hours. It is not sufficient just to eat foods. They must be digested and absorbed before they can be used for energy."

"At present, many training table diets are regulated principally by 'old wives tales.' For example, some superstitious coaches through the years have felt that milk was bad for an athlete and tea was good for him, so milk is not served, but the athlete can drink all the tea he pleases. Pork for some reason is tabooed. Most training tables try to serve as much meat as possible. Beef is the favorite, but the fat must be cut off. Candy is bad; . . . These are just a few of the examples that could be given. Each coach has his own ideas and idiosyncrasies about foods, and these, of course, influence the diet of the players. For the most part, this or other lists of prohibitives hasn't a shred of evidence to support it."

"To the extent that athletes through training actually increase their muscle mass, they have an increased requirement for protein. In practice, however, the liberal protein intakes recommended for the sedentary adult are sufficient for these needs as well as the "wear and tear" of replacing old tissue. The high school athlete who is still growing requires more protein than his adult counterpart.

(Continued on page 63)



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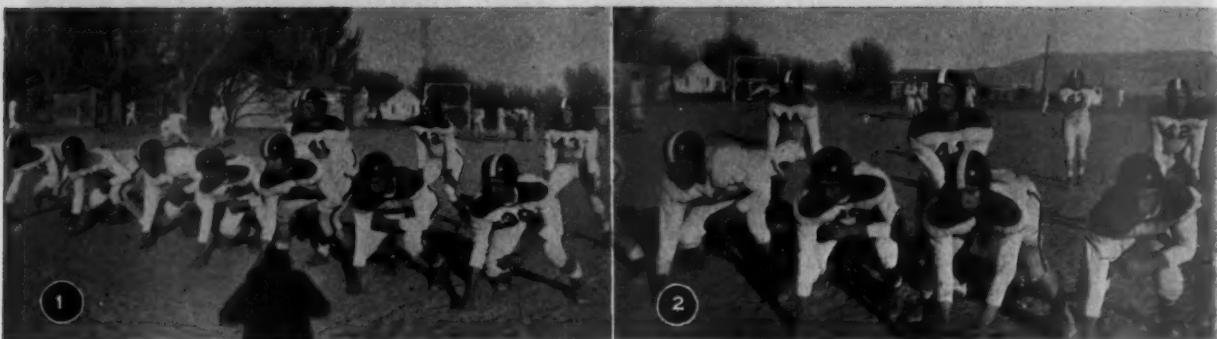
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Punt or Run Option

By RODGER C. RIGDON

Football Coach, Central High School, Grand Junction, Colorado

MOST football teams have a few running plays from the long punt formation and even though the opportunities for their use do not occur too often, if they are to be used at all, valuable practice time will have to be taken from other phases of the game. Even then, third down successes are few and the opportunities for fourth down running plays occur very seldom. In order to better ourselves for this situation, we moved our fullback into punting formation and blocked for the punt without changing any other part of our regular formation. Thus, we were able to use any of the running plays that we normally used on offense without taking the time needed to introduce a whole new formation. We found that when we did run from our punt formation we seemed to get to the point of attack about twice as fast as we did from the old long punt formation.

Nine times during the last football season our quarterback gambled on fourth downs and ran the ball instead of punting. He won his bet eight times and once he pulled off the quarterback's unexpected play — a fumble. Nevertheless, the times he

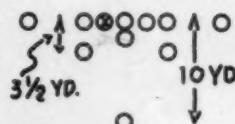
gambled were worth it. In each case except for the fumble, we gained more than enough yardage for a first down. Our best gain was about 45 yards and a touchdown. Also, we probably gained some psychological advantage, for the moment, because of the demoralizing effect upon a defensive team that holds for three downs, and is all set to take over possession of the ball, only to have a halfback pop through the line for a first down.

When we refer to the quarterback as taking chances or gambling, we mean that he saw what he thought would be a good opportunity to move the ball on the ground and retain possession. Of the many times we were in our punt formation during the year, we chose to punt far more often than run.

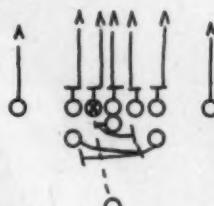
There are a number of different factors which a quarterback must consider before attempting to go for the first down on a fourth down situation. We believe that the punt is still one of the best plays in football. The team that fails to make proper use of it is only inviting disaster. Of course, a team can hardly afford to gamble

(Continued on page 54)

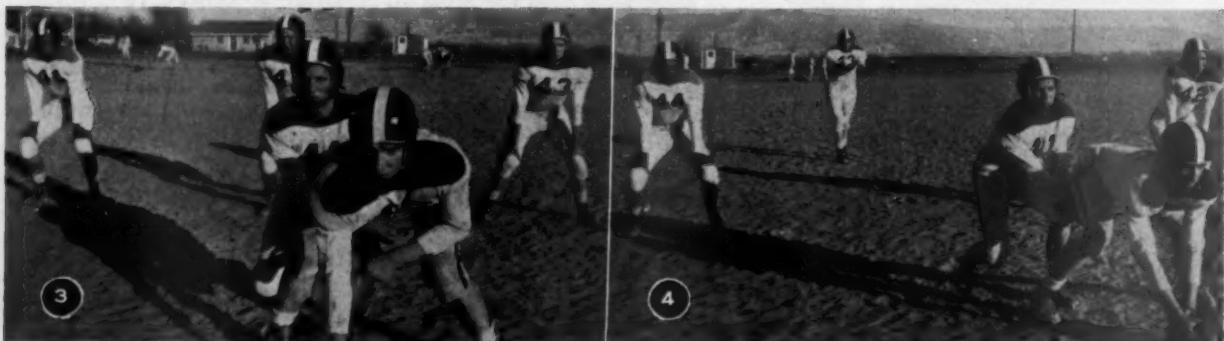
DIAG. 1



DIAG. 2



DIAG. 3



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Football Conditioning

By AL COULTHARD
Head Trainer, Brandeis University

THE purpose of this article is to emphasize the value of the off-season or pre-season conditioning program. We all know that strong bodies are not developed from the calisthenic period during the season. This achievement takes time and concerted effort, and the best results are attained when this effort is 100 per cent voluntary on the part of the individual.

The importance of good musculature in football cannot be overemphasized. The game demands courage, stamina, strength, speed, and coordination on the part of the player. All these requisites will be improved by a strong, well-developed body. We may draw a parallel with the student who is preparing for an examination. He draws from his text all the information available, thereby developing and filling his brain with all the knowledge he can. The player, on the other hand, apart from the science of the game, develops his body to the maximum of its physical capabilities.

Wrestling is probably the best off-season sport in which a football player may compete. Many limitations prevent the majority of the players on the football squad from competing on the wrestling team, but since the bulk of the training program for wrestlers is weight lifting, we use it in our pre-season conditioning program. This program is good for all members of the squad and the feeling of confidence that comes from such training is immeasurable. When this training becomes habitual, through the feeling of well-being achieved by no other sport, it is much easier to keep athletes in shape and eliminate the dead season when the boys who compete in football only put on weight and soften up.

Now we come to the most important reason for a strong musculature, the prevention of injuries. Apart from the increased ability to absorb punishment, the tighter binding of joints through better muscular development is a big step in eliminating joint sprains and separations. The value of quadriceps development following knee injuries is well known, and muscles have the same relative importance throughout the entire body. Normal joint function and joint strength is dependent on muscle

tone and muscle balance. The joint muscles must be strong enough to bear the force of a body blow and take up the strain that is imposed on a joint. Otherwise, the ligaments and tendons will be stretched, resulting in joint injury. Good muscle tone will tend to lessen injury when a player who is relaxed is hit on the field.

Continuing with the assumption that strength is important in football, the best and quickest way to gain this strength is through a progressive program of heavy resistive exercises. The strength of a muscle and the amount it can lift depends structurally upon its cross section and functionally upon the strength of the stimulus. Relatively, the greater the cross section, the greater the strength. The strength of the stimulus to a muscle increases as resistance increases,

strong muscle is able to move an object faster than a weaker one. However, in speed running, other factors enter the picture. Reaction, co-ordination, balance, and muscle leverage determine varying speeds in individuals, but, all things being equal, the stronger the person, the faster he is able to run. There have been tests made which support the theory that a strong muscle, because of its better tone, will respond to a stimulus quicker than a weaker one, resulting in faster reflexes and reactions.

Another important reason for good development is the fact that a strong body will require less time and effort to attain top condition in contrast to a weaker body. This is important in cases where summer employment prevents a football player from indulging in preliminary workouts, and he is forced to report for fall practice directly from work.

In our enthusiastic support of this program to develop stronger and better developed athletes, we have not lost sight of the fact that all athletes do not need excessive muscular development nor do all good football players have it. We have observed a few good backs and an occasional lineman who possessed relatively under-developed bodies. However, it is our contention that the latter would be 5 to 15 per cent better players if they spent more time in building up their bodies.

In our program at Brandeis, we confine the weight lifting exercises to muscles about the waist unless a boy has extremely weak legs. In today's game of football, the importance of speed makes it risky to use heavy exercises on the legs. Running, walking, and rope jumping will provide adequate leg development for the average athlete.

The old fear of getting muscle bound is prevalent among players who require fine co-ordination such as passers and ends. Such fears may be dispelled and a muscle bound condition may be prevented under a carefully planned and supervised program. There are three ways in which an athlete may become muscle bound from a heavy exercise program.

The first way develops from failure to move the joint or muscle

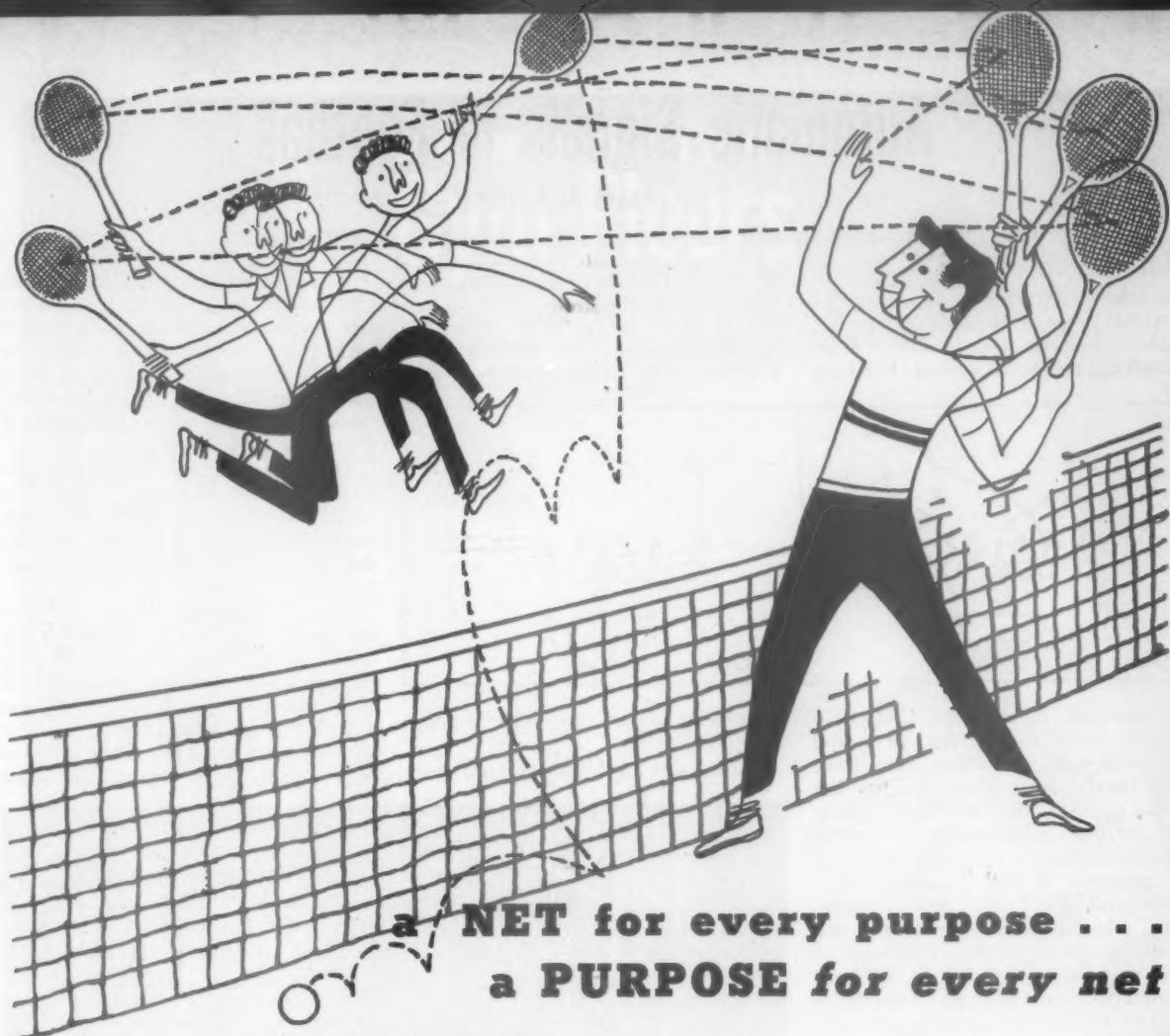
(Continued on page 45)

AL COULTHARD graduated from Massachusetts School of Physiotherapy in 1947 and served for several years as assistant trainer under Jack Fadden at Harvard. Coulthard is in his third year at Brandeis and is also a registered football official.

and the stronger the stimulus the greater the number of fibers contracted. In other words, the heavier the weight that is lifted, the stronger the muscle will become.

Furthermore, as Angelo Musso discovered many years ago, heavy exercises increase the cross section of a muscle. Here is another important point, no individual can maintain prolonged muscular effort if he is physically weak, proving that endurance is based on strength. To support this statement, Karpovich conducted an experiment on prison inmates and college students. The subjects pedaled stationary bicycles five days a week, pedaling as long as possible until exhausted. The time of actual pedaling varied greatly among the men. The stronger, better developed men in the group increased in endurance much more rapidly than the weaker ones, showing that strength is a prerequisite for the development of endurance.

Speed also depends on strength. A



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Automatic Signals in Football

By JAMES A. PERRY

Assistant Football Coach, Lincoln Park, Michigan, High School

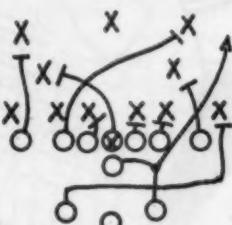
CHANGING defensive patterns frequently cause an offensive football team considerable trouble after it has left the huddle. Rule blocking and zone system blocking

advantage in many situations. It is not the purpose of this article to discuss each and every phase in regard to the utilization of automatics, but to give the interested coach a general

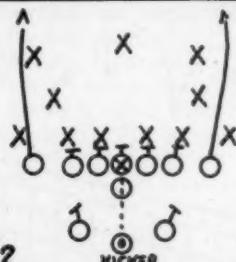
The quarterback immediately sizes up the situation and by using a verbal automatic signal he calls a quick kick. The center then passes the ball to the kicker on a short count (Diagram 2.) The defensive team's possession is often endangered by the element of surprise.

Diagram 3 shows a running play situation and the quarterback has called a play in which the right halfback is to carry the ball through the left side of the defensive team's line.

As he is getting his team aligned for the execution of the play, the quarterback notices that the defensive unit has overshifted to meet the anticipated area of attack (Diagram 4). This, in turn, creates a large gap between the right defensive end and tackle. An automatic signal



DIAG. 1



DIAG. 2

have helped to alleviate this difficulty to some degree but, as is the case with most palliatives, they have their limitations. Many coaches are of the opinion that no single device will ever be instrumental in coping satisfactorily with changing defenses.

Automatic signals, coupled with designated plays for special situations, have become a welcome addition to the offensive repertoire of many teams. It is predicted that automatics, as they are commonly labeled by the coaching profession, will continue to grow in proportion with the increasing number of defensive patterns which are being developed.

Automatics can be used to great

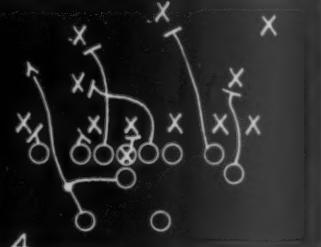
advantage in many situations. It is not the purpose of this article to discuss each and every phase in regard to the utilization of automatics, but to give the interested coach a general

pattern to use in experimenting and developing them.

Quick kicking, passing, and run-



DIAG. 3

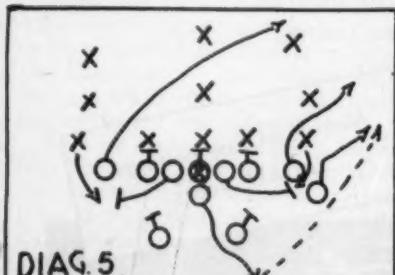


DIAG. 4

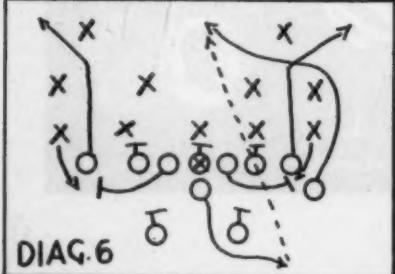
ning play patterns may be utilized at the appropriate time, but automatics can add greatly to their flexibility of application.

We will now discuss the quick kick. Let us assume that a game situation finds a team in possession of the ball on its own 30 yard line. It is third down, with eight yards to go. The quarterback has called an off-tackle play in the huddle. However, as he positions himself behind the center in the T formation or behind the guard in the single wingback formation, he notices that the tertiary of the defensive team is exceptionally close to its linebackers (Diagram 1).

JAMES PERRY played football under Stu Holcomb at Findlay College. Following graduation, he coached at St. Ignatius High School in Cleveland, before going to Lincoln Park. This is the sixth article that Perry has prepared for us.



DIAG. 5



DIAG. 6

will change the play so that the left halfback will carry the ball through the newly developed weakness of the defensive team.

The quarterback of the offensive team has chosen a pass play which he believes will work against a 5-3-3 defense (Diagram 5).

As the quarterback approaches his position behind the center, he notices that the defensive team has shifted into a 5-4-2 deployment, (Diagram 6), and through the use of an automatic signal the eligible pass receivers form a pattern which will strike at the vulnerable spot in the defense.

Automatic signals can be used with any type of offense as long as a quarterback who is always alert is included in the team's personnel.

Every coach should design his automatic plays and signals so that they will meet the needs of his team against any given opponent. A coach may become fully acquainted with the individual and team defensive operations by scouting each opponent at (Continued on page 47)

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DIAG 1

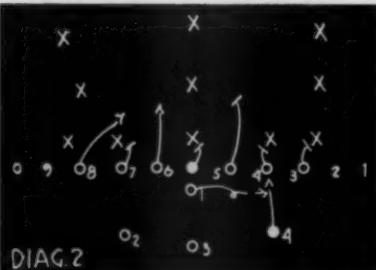
THE football theory that a minimum of basic plays, properly taught, are more effective than a number of complex plays is rapidly being removed from contemporary coaching strategy. The reason for its removal is due to more scholarly men in the coaching profession, more advanced education, coaching schools, increased remuneration, greater distribution of coaching theories and practices through magazines and audio visual aids, etc. These have brought about a much greater exchange of ideas, motivated experiments, and advanced football coaching to the point where it approaches a science. The modern progressive coach need no longer fear that a large number of plays are detrimental to the potential performance of his team.

One of the few philosophies in football which has not changed in recent years is the belief that one of the greatest assets a coach can possess is the simplification of his teaching of techniques.

There are many plays in every system of attack which do not utilize every member of the team; therefore, the maximum potential efficiency is not realized. Achieving the optimum from every play is a coach's greatest responsibility to his team from the competitive standpoint.

After diagramming eight or nine key assignments in a new play coaches are wont to say: "You can block down-field" or "Just carry out a fake on this one."

A truly good football system should be organized so that it produces a maximum of efficiency in a minimum of time. Football coaches have always placed a premium on time. Today it is more important than ever and will become even more so if the authorities in many quarters succeed



DIAG 2

Simplicity and Versatility

By SEYMOUR L. MURPHY

Football Coach, Arthur Hill High School, Saginaw, Michigan

in abolishing spring practice.

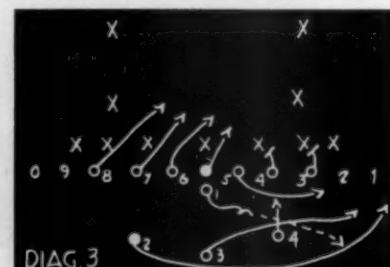
With an unprecedented number of candidates reporting to college and high school coaches each season, it is imperative that the coaches have a system of attack which includes simplicity and utility.

Then too, the current attempts to confuse the opposition through a pre-shift attack, a standard attack, a passing attack, a change of assignment attack, a power attack, etc., plus a multiplicity of defenses, all serve to make the coach's job more difficult.

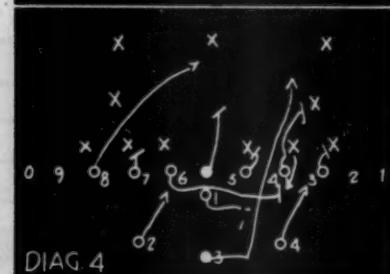
When he is confronted with such a situation, the coach should teach his players the offensive maneuvers in short order so that he can use the practice time for blocking and tackling, the integral parts of the game.

Our system is designed to permit any football team to incorporate in its attack any and every type of offensive maneuver that is possible; e.g., mousetraps by any player at any spot, counter plays by any back at any hole, etc. This system has enough flexibility to enable a team to play an entire game with a set of plays not practiced previously. It is a source of satisfaction to a coach and a team to be able to meet any emergency with an effective maneuver.

In explaining our offense we will accent a straight series, mousetrap series, and a cross buck or counter series.



DIAG 3



DIAG 4

A quarterback with above average intelligence is necessary. Because of the great number of different possibilities in this system he must be able to see the "why's" associated with it. He must know which backs are free for motion, blocking, etc., although most backs are fully capable of adapting and adjusting themselves to any given situation.

Diagram 1 shows our numbering system. Nos. 1 and 0 are wide around the ends.

Nos. 2 and 9 are three yards outside the ends. We have these unusual holes in order to take advantage of the long runs which develop from quick cutting plays. These plays originate like end runs and, by a quick cutback, attempt to catch the defense giving or leaning too much to stop the wide end sweep.

Nos. 3 and 8 are inside the offensive ends.

Nos. 4 and 7 are inside the offensive tackles. We hit these holes with the famous T dive plays.

Nos. 5 and 6 are the inside hips of the guards, or either side of the center.

The backfield men are simply No. 1, No. 2, No. 3, and No. 4.

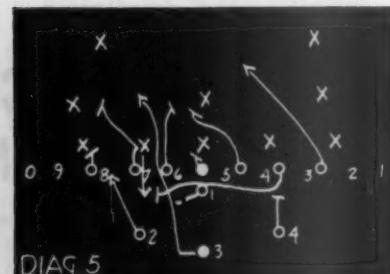
Signal System

1. The first number called is the back who is carrying the ball.
2. The second number called is the hole where the back is going. For instance, our Number 34 play is the fullback carrying the ball through the position of the right tackle, No. 4.

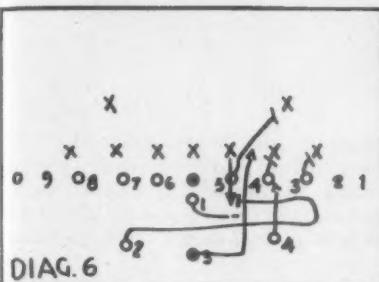
We refer to our players by number, not position.

Beam Principle

We want to emphasize that our



DIAG 5



linemen are not assigned specific men to block. The current types of defense seldom have players in exactly the same place very often and while it may be possible for a lineman to get an angle block on a certain man for one play, he may not find his man in an advantageous blocking position in the next play.

However, by using the beam principle of blocking, a lineman will be able to block the correct man no matter where his opponents are playing.

When linemen have a player lined up straight across he is on their beam

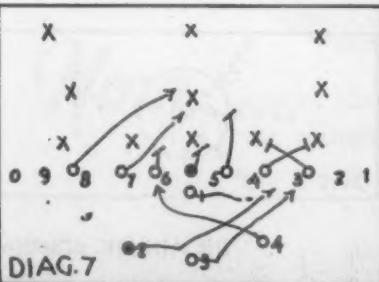
FEW if any high school football coaches have had as varied coaching experience as has Seymour Murphy. In twelve years of high school coaching he has spent four of these as a junior varsity coach and eight years as a head coach in class D, C, B, and A schools. This article is a compendium of his experience.

and they are expected to block him either right or left, depending on the play number called.

The blocking cue will be determined by the position of the defensive man and the number of the play called.

Principle Number 2 is as follows: If there is no man for the lineman to block, according to the beam principle, then he blocks the nearest backer-up. Here again, the man the

(Continued on page 53)



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Drills for Line Fundamentals

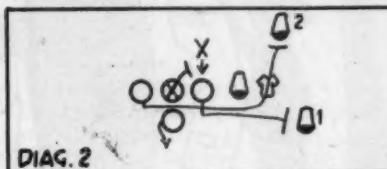
By BILL LOIKA AND STAN WARD
Assistant Coaches, University of Connecticut

ONE of the most difficult tasks of the line coach is to teach the fundamental skills and techniques so necessary for good line play, and at the same time, find a solution for the monotony that sometimes accompanies this task. There is no question that many basic fundamentals can be taught through the use of drills, both contact and non-contact and we have, therefore, accumulated as many types as possible here at the University of Connecticut for use in our group work.

A favorite drill of ours is one on the Crowther Sled, which for lack of a better name, we call the "shiver drill." This is an excellent drill for the ends and interior linemen because it stresses conditioning, agility, and footwork, as well as the rudiments of the shiver, shoulder block, the roll, and pursuit. We use three variations of the drill during the period on the sled which generally lasts from ten to fifteen minutes. First, we line our men in Indian file in front of the sled, with the first man assuming a three point stance about three feet away, and directly in front of the shiver bar. The linemen on the count straight arm shivers on the bar, and then dances back out on his toes, making sure not to cross his feet. Once clear of the blocking arm, he dances laterally past the arm, then dances back to his position in front of the shiver bar. He then assumes his stance, shivers, repeats the process to the other side, and takes his place at the end of the line. The next man immediately moves into place and begins the operation.

The second variation begins exactly like the first, except that after shivering and dancing out, the player moves laterally to a position in front of the blocking arm and throws a shoulder block with his inside shoulder. He then dances in, shivers, and repeats the process to the other side.

The third variation involves the roll. After shivering, the player rolls



DIAG. 2

off the blocking arm, dances back in, shivers, and rolls to the other side.

In order to facilitate conditioning, we generally have the sled positioned about 30 yards from the goal posts and have the players constantly taking laps at a slow jog around them. If the group is small, we may send the boys on their lap as a unit; if the group is large, we either send the players individually or by sections.

We have found that teaching linemen to pursue instead of chase can be facilitated by two simple drills. In the first drill, which is non-contact, we line up five men in normal defensive positions (Diagram 1).

A shirt is placed on the ground in front of each of the linemen. About three or four yards back of the shirts we place a linemen with the ball, while the coach assumes a position behind the defensive men. With one hand he points out the direction in which the ball-carrier will run and with the other signifies the count. When the ball-carrier begins to run, the linemen charge, grab the shirts, and then pick up pursuit. This drill not only helps instill the idea of pursuit, but is also excellent for em-

phasizing the proper angle the linemen should take on their pursuit course. As this drill is not live, we assume the linemen has made the tackle as soon as he touches the ball-carrier.

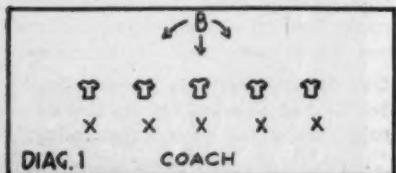
Our other pursuit drill is live. In this drill the shirts are replaced with offensive personnel. The coach directs the ball-carrier as before, and the linemen, once they have made contact and determined the path of the ball-carrier, take up the pursuit course.

We often use the drill, which is shown in Diagram 2, to polish up the blocking and pulling of our center in the hole created by the pulling linemen.

Dummies D1 and D2 are held by personnel not in the drill at the time. The dummy that represents the tackle is left unmanned but a scrimmage vest is left on the ground next to it. On the count, the quarterback spins out and both guards pull. We use the quarterback because we want the off-side guard to practice "taking daylight" in his maneuver. He picks up the shirt as he moves through the hole and then throws his block on the linebacker (D2). We use the shirt so he will acquire the habit of dipping his shoulder as he moves through the hole, thus keeping low and to the inside. The on-side guard throws his block on the dummy that represents the end. Blocks on both dummies are sustained until the coach blows his whistle. Meanwhile, the defensive guard charges hard and the center throws his block to fill the hole. Naturally, we work both ways and change the dummies to simulate the hole we wish to hit.

A rugged drill for linebackers is shown in Diagram 3. We ask the grounds keeper to mark out a six foot circle and the linebacker is placed inside of it. Three lines of blockers are used, with the coach directing traffic. As soon as one blocker has taken his shot at the linebacker, the coach starts

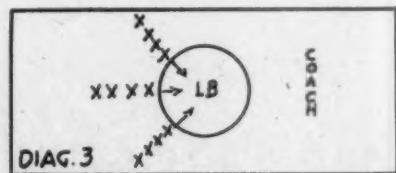
(Continued on page 61)



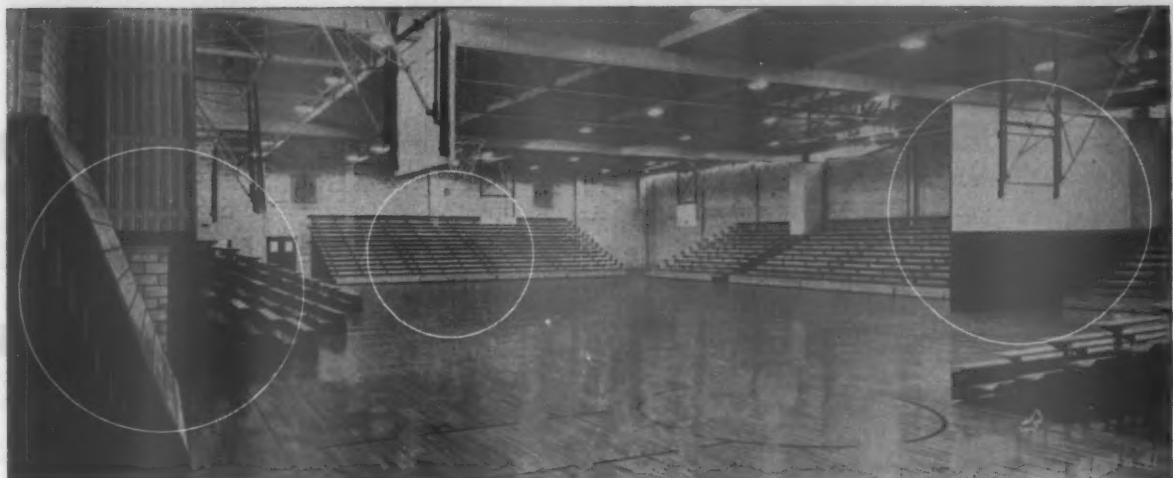
DIAG. 1

STAN WARD coached six years at Suffield Academy where his basketball teams were unusually successful, winning two New England prep school championships. Moving to the University of Connecticut last fall, he is assisting in football and basketball.

Bill Loika graduated from St. Benedict's in 1943, played a year of Triple A League baseball, coached at Hartford High School where he won four district titles and one state championship in football. His baseball teams won three district titles. In addition to being head line coach, Loika is golf coach.



DIAG. 3



3 gyms in one make **sense**



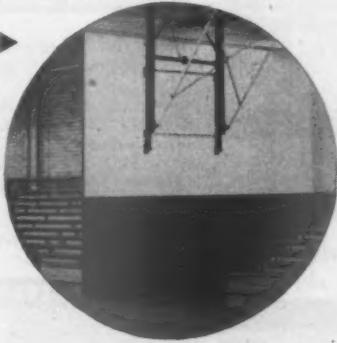
HORN Seats—folded mean plenty of room for practice. A smooth, safe surface protects players.



HORN Seats—extended mean plenty of room for the paying crowd. Comfortable, easy to clean.



HORN Partitions►—electrically operated, easily folded back for exhibitions, or extended to provide two or more practice gyms.

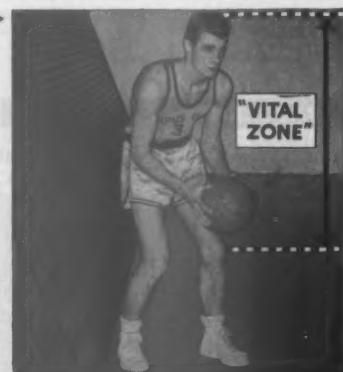


FOR SAFETY, plan with HORN! Horn folding gym seats provide a smooth, sloping surface when folded... real protection for the vital zone!

They'll pay for themselves in use! Horn planning and equipment give you maximum gym use—for exhibitions that pay—for efficient practice.

Your local Horn representative helps you plan. Horn factory crews supervise installation. Horn quality construction gives years of trouble-free service.

Write today for details on Horn folding gym seats and partitions—and the new folding stages.



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SCHOOL EQUIPMENT DIVISION OF
THE BRUNSWICK-BALKE-COLLENDER COMPANY
 623 SOUTH WABASH AVE., CHICAGO 5, ILLINOIS

Coaching School Directory

ADELPHI COLLEGE C. S.

Garden City, L. I., New York Aug. 3-5
 Courses—Basketball.
 Staff—Ed Hickey, Peck Hickman, Paul Walker, John Silan, and John Condon.
 Information—Tuition \$15.00 includes room. Average cost of board \$2.00 to \$2.50 per day.
 Directors—George E. Faherty, Adelphi College, Garden City, New York and John E. Sipos, Simpson High School, Huntington, New York.

ALABAMA COACHING SCHOOL

Tuscaloosa, Alabama Aug. 10-13
 Courses—Football, basketball, baseball, track, and training.
 Staff—“Dutch” Meyer, “Red” Drew, John Dee, Happy Campbell, Charlie Stapp, and C. E. “Doc” Barrett.
 Information—Tuition and room free.
 Director—H. D. Drew, University of Alabama, University, Alabama.

CALIFORNIA WORKSHOP

San Luis Obispo, Calif. Aug. 10-21
 Courses—Football, basketball, track, and physical education.
 Staff—Earl Klapstein, Peyton Jordan, and Robert Feerick.
 Director—Al Arps, San Fernando High School, San Fernando, California.

COLBY COLLEGE

Waterville, Maine June 18-20
 Courses—Football and basketball.
 Staff—“Red” Drew and Harry A. Combes.
 Information—Tuition \$17.50 does not include room and board. Average cost of room \$3.00 per day.
 Director—Ellsworth W. Millett, Box 477, Colby College, Waterville, Maine.

COLORADO H.S. COACHES ASSN.

Denver, Colorado Aug. 19-21
 Courses—Football and basketball.
 Staff—“Bud” Wilkinson. Others to be announced.
 Information—Tuition \$5.00 for members; \$10.00 for others. Room \$5.00 to \$7.00 per day; board \$4.00 to \$6.00 per day.
 Directors—N. C. Morris, Don DesCombes, and Ed Flint, 1532 Madison St., Denver, Colorado.

See advertisement page 51

COLORADO, UNIV. OF

Boulder, Colorado June 15-20
 Courses—Football, basketball, baseball, track, and training.
 Staff—Ivy Williamson, Dal Ward, Bebe Lee, Bruce Drake, Frank Prentup, Frank Potts, and Aubrey Allen.
 Information—Tuition \$10.00 does not include room and board. Average cost of room \$2.00 per day; board \$3.50 per day.
 Director—Harry G. Carlson, University of Colorado, Boulder, Colorado.

See advertisement page 60

HAWAII COACHES ASSN.

Honolulu, T. H. Aug. 3-7
 Courses—Football.
 Staff—L. R. “Dutch” Meyer and Paul “Bear” Bryant.
 Director—Bill Waters, Roosevelt High School, Honolulu, T. H.

IDAHO COACHES ASSN. C. S.

Boise, Idaho Aug. 10-14
 Courses—Football, basketball, track, and training.
 Staff—Wally Butts, Babe Caccia, Babe Curfman, Lyle Smith, Eddie Cole, Ed Diddle, Steve Belko, Chuck Finley, George Blankley, Sam Vogt, Milton “Dubby” Holt, and Joe Glanders.
 Information—Tuition \$10.00 for members; \$17.00 for non-members. Average cost of room \$2.00 per day; board \$1.85 per day.
 Director—Jerry Dellinger, Jerome High School, Jerome, Idaho.

See advertisement page 58

ILL. NORMAL-WESTERN C. S.

Normal, Illinois June 9-10
 Courses—Football, basketball, baseball, and track.
 Staff—“Bud” Wilkinson, Branch McCracken, and James Smiloff.
 Information—Tuition free. Average cost of single room \$1.50 to \$5.00 per day; board \$3.00 per day.
 Director—Howard J. Hancock, State Normal University, Normal, Illinois.

SOUTHERN ILLINOIS UNIV.

Carbondale, Ill. Aug. 20-21
 Courses—Football and basketball.
 Staff—To be announced.
 Information—Tuition free.
 Director—Glenn “Abe” Martin, Southern Illinois University, Carbondale, Illinois.

INDIANA BASKETBALL SCHOOL

Kokomo, Indiana Aug. 10-12
 Courses—Basketball.
 Staff—To be announced.
 Information—Tuition \$10.00 does not include room and board. Average cost of room \$3.00 and board \$3.00 per day.
 Director—Cliff Wells, Tulane University, New Orleans, Louisiana.

KANSAS, UNIV. OF

Lawrence, Kansas June 11-Aug. 4
 Courses—Football.
 Staff—J. V. Sikes and staff.
 Information—Regular summer session tuition.
 Director—Henry A. Shenk, University of Kansas, Lawrence, Kansas.

KENTUCKY, UNIV. OF

Lexington, Kentucky Aug. 13-15
 Courses—Football and basketball.
 Staff—“Biggie” Munn, Ray Eliot, Paul Bryant, John Bunn, and Adolph Rupp.
 Information—Tuition free.
 Director—Bernie A. Shively, Director of Athletics, University of Kentucky, Memorial Coliseum, Lexington, Kentucky.

LOGAN'S TRAINING CLINIC

Los Angeles, Calif. Aug. 29-30
 Courses—All phases of training.
 Staff—Gene Logan, R. “Kickapoo” Logan, Dr. John Fahey, and others to be announced.
 Director—R. “Kickapoo” Logan, 5015 Eagle View Circle, Los Angeles 41, California.

LOUISIANA H.S. COACHES ASSN.

New Orleans, Louisiana Aug. 5-7
 Courses—Football, basketball, track, baseball, and training.
 Staff—Stu Holcomb, William D. Murray, Harry Combes, “Bear” Wolf, and Gus Tinsley. Others to be announced.
 Information—Tuition \$5.00 for active high school members; \$5.00 for non-members.
 Director—Woodrow W. Turner, Byrd High School, Shreveport, Louisiana.

NORTHERN MICHIGAN C. S.

Marquette, Michigan July 30-Aug. 1
 Courses—Football and basketball.
 Staff—Don Faurot and John Jordan.
 Information—Tuition \$10.00 includes room and board.
 Director—C. V. “Red” Money, Northern Michigan College, Marquette, Michigan.

MICHIGAN, UNIV. OF

Ann Arbor, Michigan June 22-July 3
 Courses—Football, basketball, track, training, golf, gymnastics, and intramurals.
 Staff—Bennie Oosterbaan, William Parigo, Don Canham, James Hunt, Bert Katzenmeyer, Newton Loken, and Earl Riskey.
 Information—Tuition \$20.00 resident; \$30.00 non-resident participation; \$50.00 non-resident. Credit two hours graduate or undergraduate. Average cost of room \$1.00-\$4.00 per day; board \$4.00-\$6.00 per day.
 Supervisor of Course—Howard C. Leibee, Waterman Gymnasium, University of Michigan, Ann Arbor, Michigan.

MONTANA UNIVERSITY

Missoula, Montana July 20-24
 Courses—Football, basketball, track, and training.
 Staff—Jack Curtice, Harry F. Adams, and Roland “Kickapoo” Logan.
 Information—Tuition \$10.00. Average cost of room \$1.00 and board \$1.55 per day.
 Director—Frank W. Milburn, Athletic Director, Montana State University, Missoula, Montana.

See advertisement page 57

NAT'L ATH. TRAINERS' CLINIC

Oxford, Ohio June 17-20
 Courses—Training.
 Staff—Dr. Dillon Geiger, Dr. Richard Patton, Dr. Robert G. Brashear, and Dr. Harry McPhee.
 Information—Reasonable accommodations available on the campus.
 Director—Ernest R. Biggs, Athletic Trainer, Ohio State University, Columbus, Ohio.

informative . . . authoritative . . . each with a purpose
. . . each the product of the finest minds in the field

BOOKLETS TO HELP YOU IN YOUR WORK



RECREATION FOR COMMUNITY LIVING

A comprehensive report of the National Conference held to establish guiding principles for every phase of total community recreation. Outlines principles, practices and policies for any one to follow.

167 pages Price \$1.25

GRADUATE STUDY

Another valuable report — this by the National Conference on Graduate Study in health, physical education and recreation. To improve graduate study and preparation in these three fields.

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PLANNING FACILITIES
A complete guide for the planning of modern facilities for athletics, recreation, physical and health education. Includes indoor and outdoor facilities, swimming pools, stadia and field houses.

127 pages Price \$1.50

FLOODLIGHTING
Contains NEMA standard floodlight layouts for popular athletic and recreation activities. Complete with diagrams that show number and type of floodlights needed, location, number and height of poles.

38 pages Price \$.25



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A booklet containing recommendations of the National Conference to improve undergraduate preparation in health education, physical education and recreation.

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PHYSICAL EDUCATION FOR CHILDREN

Points up the need for physical activity for children of elementary school age. Offers a well-rounded program and a thorough guide to planning physical education programs for children of 5 to 13 years of age.

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Write today for your copies of these important and valuable booklets.
The Athletic Institute, 209 S. State Street, Chicago 4, Illinois.



This seal, pridemark of
the Athletic Institute,
identifies its members!

THE *Athletic Institute*

A NON-PROFIT ORGANIZATION DEVOTED TO THE ADVANCEMENT
OF ATHLETICS, RECREATION AND PHYSICAL EDUCATION

MORIMODEL GLASS BANKS

and

Portable

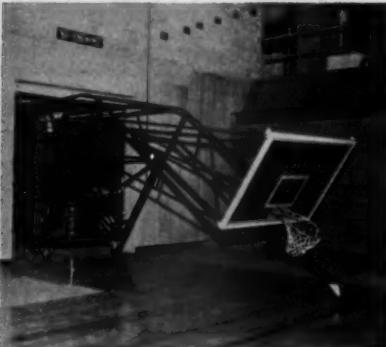
Fieldhouse Backstops

offer the maximum in

● VISIBILITY ●

● MOVEABILITY ●

Backstop removable quickly without dismantling. One man can easily move and replace backstop.



Backstop can pass through 9 foot doorway for storage.



This recent installation was made at Vanderbilt University. Other recent installations of Morimodel backstops include Syracuse Nets, Fort Wayne Zollers, Georgetown University, Detroit University, Brandeis University, and Colorado Cattlemen's Coliseum in Denver.

Write for information and prices

DICK MOREY

613 WASHINGTON ST., ABINGTON, MASS.

NEW YORK STATE C.S.

Rochester, New York Aug. 24-27

Courses—Football, basketball, baseball, training, soccer, six-man football, and rules interpretation.

Staff—To be announced.

Information—To be announced.

Director—Philip J. Hammes, Proctor High School, Utica, New York.

See advertisement page 60

UPSTATE N. Y. BASKETBALL C. S.

Delhi, New York June 25-27

Courses—Basketball.

Staff—Ken Loeffler, Dudy Moore, and Don Swegan.

Information—Tuition \$15.00; \$25.00 for two men from the same school.

Director—Edward J. Shalkey, Delaware Academy, Delhi, New York.

See advertisement page 53

OHIO H.S. COACHING SCHOOL

Canton, Ohio Aug. 10-14

Courses—Football.

Staff—“Biggie” Munn, “Red” Drew, Gomer Jones, Woody Hayes, and Jack Mollenkopf.

Information—Tuition \$10.00 for members; \$15.00 for non-members.

Director—James R. Robinson, Lehman High School, Canton 3, Ohio.

See advertisement page 55

OKLAHOMA COACHES ASSN.

Oklahoma City, Oklahoma Aug. 9-13

Courses—Football and basketball.

Staff—“Bud” Wilkinson, Bill Jennings, Frank Ivy, Pete Elliott, and Gomer Jones.

Information—Tuition \$10.00 does not include room and board. Average cost of room \$4.50 to \$5.50 per day; board \$2.50 to \$3.50 per day.

Director—Clarence Breithaupt, 3420 N. W. 19th St., Oklahoma City, Oklahoma.

OREGON, UNIV. OF

Eugene, Oregon June 22-27

Courses—Football, basketball, track, and baseball.

Staff—Burt Ingwersen, Len Casanova, Stan Watts, Bill Borcher, Bill Bowerman, and Don Kirsch.

Director—Director of Coaching Clinic, Summer Session, University of Oregon, Eugene, Oregon.

See advertisement page 60 April issue

EASTERN PA. COACHES ASSN.

East Stroudsburg, Pa. June 22-25

Courses—Football and basketball.

Staff—“Wes” Fesler, “Red” Dawson, Floyd Schwartzwalder, and Ken Loeffler.

Information—Tuition \$40.00 includes room and board.

Director—Marty Baldwin, Box 109, Stroudsburg, Pennsylvania.

PENN STATE COL.

State College, Pa. June - Aug.

Courses—Football, basketball, track, soccer, gymnastics, wrestling, and lacrosse.

Staff—Charles A. Engle, Elmer A. Gross, F. Joseph Bedenk, Charles D. Werner, William Jeffrey, Eugene Wettstone, Charles M. Speidel, and Glenn N. Thiel.

Director—M. R. Trabue, 102 Burrows Building, State College, Pennsylvania.

See advertisement page 61 April issue

RIVER FALLS COACHING CLINIC

River Falls, Wisconsin June 18-20

Courses—Football, basketball, and training.

Staff—Red Dawson, Henry Iba. Others to be announced.

Information—Tuition \$15.00.

Director—Phil Belfiori, Wisconsin State College, River Falls, Wisconsin.

SO. CAROLINA COACHES ASSN.

Columbia, South Carolina Aug. 2-7

Courses—Football and basketball.

Staff—“Rusty” Russell, “Bud” Wilkinson, and Clair Bee.

Information—Tuition for members one session \$5.00; both sessions \$7.50. Non-members one session \$10.00; both sessions \$15.00. Room is free and board is approximately \$2.00 per day.

Director—Harry Hedgepath, 1623 Harrington St., Newberry, South Carolina.

See advertisement page 57

TEXAS H.S. COACHES ASSN.

Houston, Texas Aug. 3-7

Courses—Football, basketball, baseball, track, and training.

Staff—Johnny Vaught, Dallas Ward, Frank Kinard, Ray Jenkins, Beau Bell, Frank Anderson, Eddie Wojecki, R. J. Kidd, and Dr. Rhea Williams.

Information—Tuition \$11.00 plus \$2.00 membership fee for present members; \$16.00 plus \$2.00 membership fee for non-members; \$16.00 for college coaches and high school players; \$26.00 for sporting goods salesmen (4 for each \$26.00). Tuition does not include room and board. Average cost of room \$3.00 per day.

Director—L. W. McConachie, 2901 Copper St., El Paso, Texas.

See advertisement page 59

UTAH STATE COACHING SCHOOL

Logan, Utah June 2-6

Courses—Football, basketball, and training.

Staff—“Bud” Wilkinson, Harry Combes, and Joe Glander.

Information—Tuition \$10.00 does not include room and board. Average cost of room \$1.00 per day; board \$2.00 per day.

Director—John Roning, Athletic Director, Utah State Agricultural College, Logan, Utah.

VA. HIGH SCHOOL LEAGUE

Richmond, Virginia Aug. 13-15

Courses—Football, basketball, baseball, track, and training.

Staff—Ed Merrick, L. Miller, Ralph Floyd, Mac Pitt, Lester Hooker, Fred Hardy, Dr. Cullen Pitt, and Sid Gillman.

Information—Tuition \$3.00. Average cost of room \$2.00 and board \$3.00 per day.

Director—Malcolm U. Pitt, University of Richmond, Richmond, Virginia.

VIRGINIA STATE COLLEGE

Petersburg, Virginia July 6-10
Courses—Football and basketball.
Staff—Wally Butts, Gomer Jones, "Dudey" Moore, and Duffy Daugherty.
Information—Tuition \$15.00. Average cost of room and board \$3.50 per day.
Director—S. R. "Sal" Hall, Virginia State College, Petersburg, Virginia.

See advertisement page 61

WASHINGTON H.S. COACHES

Seattle, Washington Aug. 17-22
Courses—Football, basketball, baseball, track, and training.
Staff—Wally Butts, John Cherberg, Branch McCracken, and Click Clark. Others to be announced.
Information—Tuition free to members; \$15.00 for non-members.
Director—A. J. Lindquist, Garfield High School, Seattle, Washington.

See advertisement page 39

WEST VIRGINIA UNIVERSITY

Morgantown, W. Va. July 3-10
Courses—Football, basketball, training, and officiating.
Staff—Art Guepe, Burt Ingwersen, Art Lewis, Russ Crane, Gene Corum, Ed Shockley, Harry Combes, Robert "Red" Brown, Albert Gwynne, and Art Smith.

Information—Tuition \$5.00 per credit hour for residents of West Virginia; \$8.00 per credit hour for non-residents. Average cost of room and board \$3.00 per day.
Director—Ray O. Duncan, Dean, School of Physical Education and Athletics, West Virginia University, Morgantown, West Virginia.

WISCONSIN, UNIV. OF

Madison, Wisconsin June 29-Aug. 21
Courses—Coaching problems in various sports, curriculum and methods, elementary and secondary physical education, health education, recreation, measurement and research studies.
Information—Request graduate catalog for requirements for graduate work leading to a master's degree. For additional information write the director.
Director—Director of Summer Session, University of Wisconsin, Madison, Wisconsin.

See advertisement page 61 March issue

WISCONSIN H.S. COACHES ASSN

Madison, Wisconsin Aug. 10-14
Courses—Football, basketball, baseball, and track.
Staff—Stu Holcomb, Ivy Williamson, Phog Allen, and Bud Foster.
Tuition—\$1.00 for members; \$10.00 for non-members.
Director—Harold A. Metzen, 1809 Madison Street, Madison, Wisconsin.

See advertisement page 62

Football Conditioning

(Continued from page 34)

through the entire range of which it is capable. This failure results in an unbalance of strength within a muscle.

The second is due to an overdevelopment or too much concentration on one group of muscles and neglecting the antagonistic group, resulting in an unbalance of strength within different parts of the body. Caution must be taken in the choice of exercises, and each prescribed exercise must be done faithfully because concentration on just a few exercises to develop muscles that will look well on the beach will affect the co-ordination of the individual. These two conditions which are dangerous and hampering to any athlete may be avoided by a well-planned program, supervised and taught by an instructor who has a thorough understanding of physiology.

The third and unavoidable feeling of "tying up" which will result from the program is a slowing down of the muscle reactions. The heavy resis-

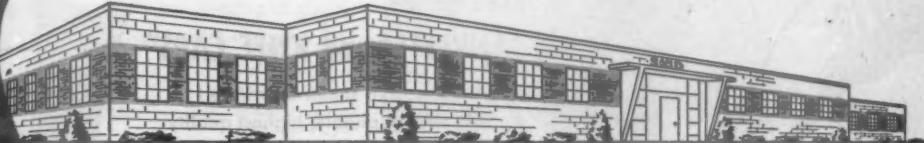
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The NEW HOME of

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Will Be Located at

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Enlarged Facilities Designed To Increase
Production and Improve Service on

America's **QUALITY Line of Athletic Clothing and Knitwear**

SAND KNITTING MILLS CO. BERLIN, WISCONSIN

Formerly at 538 So. Wabash Ave. Chicago, Ill.

tance provided by weights educates the muscles to move slowly, resulting in a slower reaction of these muscles in other sports. This condition, however, is only temporary and may be offset by a speed exercise such as handball, light bag punching, boxing, badminton, etc. Speed exercise will re-educate the muscle to move faster and quicken its reactions and reflexes. Many instructors who oppose barbell work unknowingly prescribe weight lifting by teaching chin-ups, push-ups, deep knee bends or other exercises which consist of lifting one's own weight without the aid of apparatus. The athlete may perform a greater number of exercises when he has special apparatus to work with, resulting in a better balanced body with greater all-around strength. Many more muscles and muscle groups can be exercised by using individual weights. No harm can be done by performing a great number of exercises. Even varying a particular exercise slightly will bring another muscle or other muscle fibers of the same muscle into action.

Many athletes who participate in

sports which demand fine co-ordination and quick reactions include in their training periods heavy resistive exercises. Cleveland Indians' Bob Feller, one of the greatest pitchers of our time, uses heavy resistive exercises in his training. Bob is a firm believer in heavy exercises and his strong, well-developed body indicates as much. Certainly no sport calls for greater co-ordination, looseness, and muscular control than pitching a baseball. Some of our leading swimmers do considerable barbell work. One of these is an Olympic champion. One of the leading amateur golfers, Frank Stranahan, has a widely known reputation as a weight lifter. Stranahan's case proves conclusively that co-ordination is not affected by weight lifting.

The program we use at Brandeis consists of a series of progressive weight lifting exercises which are carefully supervised and designed to attain both strength and endurance. We prohibit the so-called "lift for record" or single all-out effort in one lift which is used by professional lifters. However, we do use enough resistance to

cause the all-out or maximum effort to come at approximately the eighth repetition. Of course, maximum endurance will come from performing lighter exercises designed for repetition.

We feel that if more coaches and trainers encouraged similar body building programs, the game of collegiate football, as well as other sports, would improve and fewer injuries would be the result.

There is no question that with the death of two-platoon football the importance of good conditioning is magnified. In the past, most boys were capable of playing sixty minutes, but some would be forced to pace themselves over that period which would mean they were giving an inferior performance.

The radical change in the rules will possibly require stronger bodies on the part of some strictly offensive backs who will be required to play defensive football. Both the coach and the player must now make that added effort toward better condition to enable the player to go at top speed for a longer period of time.



AVOID INJURIES

B-H Sportsman HINGED KNEE BRACE

Ideal Aids for Prevention of Dislocation

Heavy metal hinged brace on both sides, permitting free knee-action.

- ANKLETS* and KNEE CAPS*

- ★ Seamless. (No seams to irritate.)
- ★ Soft, strong, pliable, highest quality elastic fabric.
- ★ Cost no more than ordinary wrapped bandages.
- ★ For all sprains, strains and swollen limbs.



HINGED KNEE BRACE



ANKLET



KNEE CAP

WM. H. HORN & BROTHER
451 N. 3rd St., Phila. 23, Pa.

Sold by Leading Sporting Goods Houses

AMERICA'S LEADING MAKERS OF SURGICAL HOSIERY FOR OVER 100 YEARS

Blackout in Athletics

(Continued from page 28)

range from .04 to .09 seconds, the median value being .07 seconds. Although these values are somewhat shorter than the blackout intervals presented by Dr. Lawson, they could well mean the difference between success and failure in many athletic situations.

It is also to be emphasized that the threshold range of .04 to .09 seconds probably represents the absolute minimum blackout range. These values were obtained from a very simple visual situation in which the subjects merely had to recognize the presence of a light flash. In athletic situations where a player has to recognize form, estimate speed, etc., the effects of blinking would undoubtedly be much greater.

So far, our discussion has been concerned with the possible effects of blinking in athletic performance. The natural question is: Do athletes blink at critical moments?

If one is willing to accept the growing body of photographic evidence, the answer is an emphatic "Yes". Frank DeBlois, for example, has re-

cently presented action shots of Ted Williams, Joe Louis, George Appel, and others. In his discussion of these shots, he points out that these athletes have one thing in common — they all have their eyes shut. In other words, they have all been caught in the act of blinking during critical moments.

The actual extent to which blinking contributes to poor athletic performance is, of course, unknown at the present moment. Recognition of the consequences of this act, however, does give the coach some insight into a highly probable reason for many athletic errors.

And too, it offers the opportunity of teaching athletes to avoid blinking at crucial moments. Although blinking is normally an unconscious act, we can all voluntarily check this act for a short period of time.

By teaching our baseball players to control blinking voluntarily during a pitch, we can help them avoid the blink blackout. The alert coach will find many other situations where control of blinking will contribute

to athletic success.

Normal involuntary blinking can also account for many umpire and referee decisions. We have all witnessed athletic contests in which the decisions could have been made only by a blind man. Because of the blink blackout, the chances are that the officials were blind when the questionable decisions were made.

1. DeBlois, Frank, "One-Second Blackout," *Parade*, March 11, 1951.
2. Lawson, R. W., "Blinking: Its Role in Physical Measurement," *Nature*, 161: 154-157, 1948.
3. Lawson, R. W., "Photographic Evaluation of Blackout Indices," *Nature*, 162, 531-532, 1948.
4. Scott, M. Gladys, *Analysis of Human Motion*, New York, F. S. Crofts and Company, 1945, 144-145.
5. Slater-Hammel, A. T., "Blackout Interval During Blink," Accepted for publication in *The Research Quarterly*, American Association for Health, Physical Education and Recreation.

Automatic Signals

(Continued from page 36)

least twice before his players meet that team.

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NEW BOOKS

Modern Track and Field, by J. Kenneth Doherty. Published by Prentice Hall, New York City. Four hundred and seventy-four pages. Price \$6.65.

Ken Doherty needs no introduction to the readers of this magazine for he has authored numerous clear and concise articles for us. The book is superb in the manner in which the material is arranged and presented. For example, more drawings, tables, and charts have been included than in any previous book on track and field. Taken from sequence pictures are expertly drawn line drawings laid over one another to give a stroboscopic picture effect. In addition to a chapter on each of the events of track and field, other items such as promotion of track and field, putting the right boy in the right event, track construction, field layouts, track maintenance, and care of equipment as well as a chapter on the Olympic Games are included. In the chapter on facilities, Doherty has discussed the *Track and Field Survey* which appeared in our January 1952 issue in relation to his own twenty-five years of experience in preparing track and field facilities at both the high school and the college level. We feel that this book is without a peer in the realm of track and field literature.

Skill on the Diamond, by Carol R. Gast. Published by Douglas Publishing Co., Omaha and distributed through Viking Enterprises, Box 22, Omaha. One hundred and eighty-seven pages. Price \$2.50 for plastic binding and \$3.00 for cloth bound.

What we like particularly about this book is that it is written by a high school coach for high school coaches and players. Carol Gast has spent twelve highly successful years in coaching school and American Legion junior baseball teams. Accompanying the text are numerous sequence photos depicting high school age boys. Among the phases of the game covered are selection of personnel, catching, pitching, throwing, defensive footwork, put outs, defensive play, hitting, bunting, baserunning, sliding, coaching, team activities, and choosing a position. In short, the author has done an outstanding job and we predict that the book will rapidly take its place among the most popular baseball texts.

Baseball — Major League Technique and Tactics, by Ethan Allen. Published by the Macmillan Co., New York City. Three hundred and fifty pages. Price \$8.95.

Actually, this book is based on the material in *Major League Baseball* which was published in 1938. However, the material has been completely rewritten and practically all pictures and diagrams are new. We have always felt that Ethan Allen's previous book was a baseball classic and this revised edition, so to speak, only serves to further enhance that opinion.

The Organization and Administration of Intramural Sports, by Louis E. Means. Published by C. V. Mosby, St. Louis, Mo. Two hundred and sixty-six pages. Price \$5.75.

The first edition appeared in 1949 and this second edition incorporates many suggestions made after the first edition appeared. It is hard for us to see how this excellent text could be improved upon, with the exception of bringing the extensive bibliography up to date. Considerably more space was devoted to girls' athletic programs.

The Best Sports Stories—1953 Edition, edited by Irving T. Marsh and Edward Ehre. Published by E. P. Dutton & Co., Inc., New York City. Price \$3.50.

Twenty-three of the best sports stories of the past year are included along with a review of the sports year and the 1951 champions of all sports. Each year the outstanding sports stories are compiled and published. If your library has not already started a collection of these annuals, this edition is a particularly good one with which to start.

Textbook of Physiology, by William Zoethout and W. W. Tuttle. Published by C. V. Mosby, St. Louis, Mo. Six hundred and ninety-two pages. Price \$4.75.

This is the eleventh edition of this popular classroom text. The book was published first in 1916 and, in addition to the numerous editions published, has had several reprintings of certain editions. The new edition has several entirely rewritten chapters and 37 new or redrawn illustrations.

Archie's Little Black Book, by Archie Richardson. Published by Rich-Burn Co., 1234 North Formosa Ave., Hollywood 46, Calif. Eighty-eight pages. Price \$1.10 including postage.

A real compendium of knowledge for the track and field coach, fan, and athlete—an almanac of track and field, so to speak. Included in the book is a complete list of Americans who won or shared Olympic victories in track and field, the evolution of records, sectional times of the records, and stories of practical value. Frankly, we cannot think of a better way of motivating interest in track and field than by having copies of this book available for all track athletes in your school.

13 Basic Basketball Shots, by Howard Hobson. Published by The Seamless Rubber Co., New Haven, Conn. Twenty-eight pages. Price 50 cents—free to coaches.

This little booklet contains the finest sequence pictures of the various shots in basketball that we have ever seen. Accompanying each picture is a concise caption describing the action. This booklet is free to coaches and may be secured by checking the Service Coupon on page 64.

Physical Build Vs. Athletic Ability in American Sports, by Paul Brodecker. Published by Athletic Ability Publications, Chicago 21, Ill. Paper bound, one hundred and twenty-five pages.

This book contains the highly interesting results of tests and measurements of hundreds of youth. As a result of these tests and measurements, the author is able to discern the athletes from the non-athletes by visual recognition of certain body shapes and sizes. The book goes even farther and points out the predominate characteristics of the top athletes in each particular sport. The book also contains numerous drawings and charts and, finally, the composite drawing which the author calls the Athletic Ability Analyzer.

Basic Kinesiology, by Ferd John Lipovetz. Published by Burgess Publishing Co., Minneapolis 15, Minn. One hundred and five large size pages. Price \$3.75.

This text is intended first for graduate and undergraduate courses in kinesiology; secondly, for teachers of courses in applied mechanics. In general, the book may be considered as a connecting link between the departments of physics and physical education and athletics.



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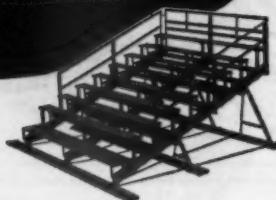
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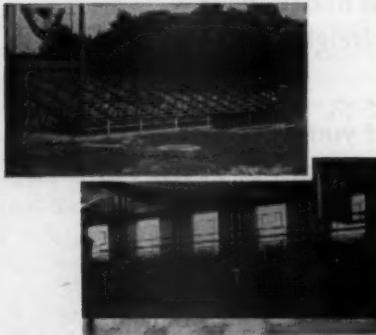
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Scout Report

(Continued from page 11)

EDWARD TEAGUE played football at North Carolina State and then at North Carolina in the marine V-12 program. After the war he played in the Dixie Pro League for a year and then went to Guilford College as backfield coach for two years. He became head coach and athletic director in 1949, a position he held until 1951 when he was recalled to the service.

a permanent record which is easier to file than a notebook.

The disadvantage often mentioned in using the chart method to record at a game is that the scout may become so involved in recording statistics that he overlooks important facts concerning personnel or other areas. However, regardless of the method used to record notes, the scout must be systematic and accurate. Recorded information as the game develops is much more valid than notes and comments made from memory after hearing opinions and newspaper reports after the game is over.

The following list shows how comprehensive this type chart can be. By going back over the charts after the game, the scout can obtain this general and specific information: 1. Diagrams of offensive plays, with at least the blocking at the hole. 2. Types of defenses used, and when and how many times they were used. 3. Notes on offensive and defensive personnel. 4. Pass patterns. 5. Pass defense; coverage of flankers, and men in motion. 6. Favorite short yardage plays. 7. Sideline habits of the offense and defense. 8. Lineup of the backs and the distance they take from the line. 9. Line splits and general line play (traps, cross-blocks, and double-team). 10. Favorite runners and pass receivers.

Organizing the Season

(Continued from page 10)

and to select the best offensive men, we analyze each play against the various defenses, and break down the blocking assignments at the hole or the path of the ball-carrier. At first we work with two versus one blocking, then with one versus one. For

example, right end and right guard versus guard; left tackle and right tackle versus guard; wingback and right guard versus tackle, etc. Quarterback versus end; left guard versus tackle; both left and right as required in our offense.

Next, using an offensive and a defensive team, one or two men on the defense will be alive and attempt to tackle the ball-carrier, depending upon the play. The other boys will hold air bags and make their normal defensive charge. This gives us a check on the offensive assignments for the other boys. The linebackers also hold air bags.

In our next drill the defensive men at the mouth of the hole who were alive formerly now hold air bags and allow themselves to be blocked. The balance of the line, the linebackers, and the three deep backs become alive and attempt to stop the ball-carrier. Following these drills we cycle the plays, have three or four defensive men alive, and run the plays inside or outside the defensive tackle, guard, or end as the case may be. The offensive team calls the play in a huddle so that the line defensive men will not know where the play will be run.

On pass plays we start with a skeleton offensive team consisting of the backs, ends, and center. These players run through their pass patterns against the three deep backs or the three deep backs and the linebackers. The defensive men stand still and act as markers. After all of the receivers have learned their paths thoroughly, we permit one or two defensive men at a time to become alive and attempt to intercept, if possible, or knock down the pass.

In later drills all the defensive men become alive. When working on protection for the passer, we use two complete teams, one offensive and one defensive. On defense, at first only the ends are alive. The offensive players assigned to them block hard. The other defensive men charge, holding air bags. Then, just the defensive tackles are alive and, finally, the guards are alive. This drill enables us to watch carefully and to correct the blocking techniques of each player. After considerable drill, the entire defensive team is alive, and the time in seconds which elapses before the first defensive player reaches the passer is noticed. We then conduct scrimmage between the two teams, with the ball changing hands if the necessary yardage is not made in four downs. We find that this sharpens the passing game tremendously.

We have used man-for-man defense,

zone defense, and a combination man-for-man and zone with switch-offs. Over the years, it has been our experience that high school boys play man-for-man instinctively. The difficult thing to teach them is to watch the passer and to play the ball. No matter what defense is used, some passes will be completed, but the ones that hurt are the long passes which are completed deep behind the defensive halfbacks or safety.

The drills we use to try and improve the ability of the three deep backs in playing the ball are as follows:

1. On a signal, the three deep backs run toward their own goal line, turning only their heads to watch the passer. They run straight back, diagonally to the right, diagonally to the left, dividing the field into thirds. The passer holds up a certain number of fingers. The defensive backs call out the number. This drill emphasizes the idea of watching the passer.

2. In the next drill the same process is repeated, and the passer attempts to throw the ball over the heads of the defensive men any place on the field. He throws on a count of four. Once the ball is in the air, the three backs go for the ball and one tries to catch it while the other two men form in front of him for interference. We make a game out of this drill by counting the number of interceptions and the number of times the passer is successful in throwing the ball over the heads of the three deep backs. It is virtually impossible to throw a long pass of thirty yards or more which one of the three backs cannot catch after a little practice.

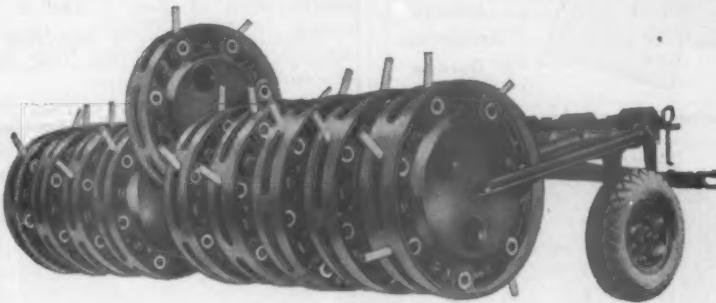
3. After the first two drills have been practiced for a week or two, receivers are added. The defensive backs must keep the receivers in front of them, but they should concentrate on the passer and go for the ball after it is thrown.

4. For all pass defense men we have a drill where the ball is thrown to a receiver who is cutting in front of the pass defender. The receiver does not try to elude the defender; both go for the ball. While this drill is designed mainly for the defense, it also gives the receiver practice in catching a pass when he is covered. High school boys seem to feel that the receiver has the first chance at the ball and often wait for him to catch it and then tackle him. We emphasize the idea that the defender has an equal right to the ball and he must make a vigorous effort to intercept.

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Stunting Defense

(Continued from page 15)

must know the call of the three middle men because whoever goes to the inside must be more inside conscious when No. 4 charges in his direction. Number 2 must be especially cautious. Most times this necessitates an initial lateral step.

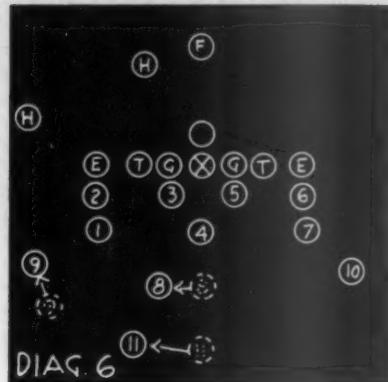
Diagram 3 shows the other main combination of Nos. 2 and 1. Of course, in this combination, their responsibilities are reversed from those shown in Diagram 2.

In all the defenses described here, with the exception of the one shown in Diagram 7, No. 8 plays the ball, often following some tip-off such as pulling guards. These tip-offs naturally depend upon scouting reports and the peculiarities of the various opponents. Number 8 is extremely important in this defense and often fills in where weaknesses seem to exist. As pointed out before, a coach should put his best boy in this position.

Number 8 is the only linebacker who has much pass responsibility. We usually assign him to take the third man out on passes.

Occasionally, we forego the stunting and play straightaway, as is shown in Diagram 5. This straightaway play was used as a change of pace only. Numbers 2, 3, 5, and 6 hit and slide to the play. Number 4 takes the middle first and then slides to the play. Numbers 1 and 7 do not immediately commit themselves, unless the play is evident, but go to the play as it develops.

Diagram 6 is included to show the adaptability of this style of defense to different types of offensive alignments. The offensive alignment shown here is one of the most commonly encountered these days. Notice the ease with which the defense compensates. Number 8 moves slightly to the long side, and No. 9 moves up

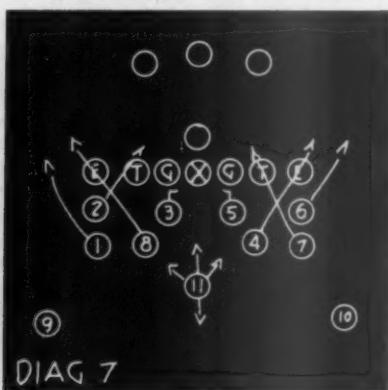
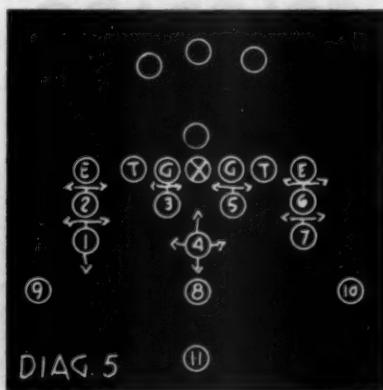


a little to be in a better position to cover the flanker and the wide running attack. The safety man, No. 11, moves over some as is shown. The other players do not change at all.

Now, if a coach really wants to do something interesting with very few changes for his personnel, he should try the defense which is shown in Diagram 7. Here there are two groups of stuners, Nos. 1, 2, and 8, and Nos. 6, 4, and 7. These players have the same total number of different stunts, but do them separately. Numbers 1, 2, and 8 are shown executing one popular combination, while Nos. 6, 4, and 7 are going through another stunt. There are obviously other combinations with which the coach might like to experiment.

Numbers 3 and 5 on this defense hit and pinch off the middle. The safety man moves up to within three to five yards of the line of scrimmage. This particular defense also has strong possibilities against the split T.

Again, let us say that the defenses described here are not cure-alls, but if a coach is outmanned, we suggest he try them. They have proven effective; they are easily taught; they take advantage of certain personnel weaknesses; and the players will enjoy them.



From Here and There

(Continued from page 4)

ently comes by his speed honestly—his father stole 61 bases for Scranton of the New York-Penn League in 1927 . . . Through the years 18 different Stanford shot putters have on one or more occasion surpassed 50 feet.

Simplicity

(Continued from page 39)

lineman blocks will be determined by the defensive alignment of his opponents.

Principle Number 3 is as follows: If the play number is four or more numbers removed from the lineman's position, he blocks at the crossroad; i.e., where the ball-carrier is likely to be met by a defensive backer-up or by a tertiary defender, remembering that in going downfield we never pass up anyone to block.

In principle Number 4, the No. 5 man leads the 1 and 2 plays; the No. 6 man leads the 9 and 0 plays.

Diagram 2 shows our straight series play, No. 44, with a five-man line on the beam. Depending upon the wishes of the coach, the No. 2 and 3 backs may be in motion and/or flanked either way. If the No. 2 or 3 backs are ball-carriers, No. 4 will dive, except possibly on a quickie series.

Our play No. 21, run against a seven-man line, off the beam, is shown in Diagram 3.

In the mousetrap play, which is shown in Diagram 4, the away half-back fills the hole left by the trapping lineman. The ball-carrier hesitates with a fake or feint. Then the halfback or fullback, whoever is not carrying the ball, helps set up the trap by hitting one number removed from the play number.

Diagram 5 shows the No. 3 back going through No. 7, with trapping by the No. 4 lineman in a five-man line.

In the play shown in Diagram 6, the No. 3 back goes through No. 5, with trapping by the No. 2 back in a seven-man line.

Diagram 7 shows the No. 2 back going through No. 3 in a five-man line, our cross buck series. In this play the backs should hesitate for a second, to allow for cross blocking. The lineman whose number is called, and the man to his inside should do the cross blocking. The half-back on whose side the play is go-

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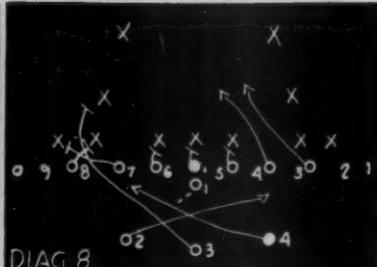
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ing fakes through the opposite side.

In the play shown in Diagram 8, No. 4 goes through No. 8 against a seven-man line.

A coach's first reaction on checking the description of our offense is to conclude that it is something which would really befuddle his boys. However, this is not the way it works out because we have used the principles of the system and realized satisfactory results.

Actually, the entire system can be learned by the average boy at just one squad meeting. This tremendous reduction in the time necessary to learn all the thousands of different offensive maneuvers will prove of inestimable value to the coach and to his squad.

Punt or Run

(Continued from page 32)

when the players are standing in their own end zone. Neither would it be wise to take a chance on fourth down with more yards to gain than are usually made in the previous three downs. If a team plays its strongest game on defense then it would not be far wrong to punt out every time on third down. To name all of the factors would be to review the whole game of football itself.

After going over most of these things with our quarterback and briefing him on when not to gamble, we then gave him the one condition on which he might take the chance. The one condition was that the defensive secondary must go back into position to receive the punt and through that maneuver leave a weakness somewhere in their line.

In the huddle, the signal-caller always calls the same thing when he wants to go into the punt formation—"Punt or run option on—." The rest is up to the quarterback after the team is set on the line of scrimmage. If the situation is favorable for a run, the quarterback calls a check play; if not, the play proceeds as a punt. In either case the ball must be snapped on the given signal, rather than by

FOLLOWING three years in service, Roger Rigdon returned to Western State College where he received his degree. In 1948 Central High School instituted football and Rigdon was hired as football coach. Central High School is currently playing in Colorado Class A league competition.

the motion from the punter, in order to keep from giving the play away.

We found that this formation is best suited to a third down situation because it puts a little more pressure on the defensive secondary. In this case we use our deep back much as we would a man-in-motion threat. His position forces the safety to play deep and we can still use any number of T plays by running our two halfbacks.

The basic formation that we use for the punt or run play is shown in Diagram 1 and is achieved by moving the fullback back about ten yards and splitting the ends. Otherwise, our regular formation is unchanged since we normally run from an unbalanced T formation (Illustration 1).

Our quarterback stands in back of the left guard in both the punt and the unbalanced T formations, with his hands in position to receive the ball from the center as is shown in Illustration 2.

Illustrations 3 and 4 show the backfield in the regular formation and in position ready to punt or run. The left halfback on our team is the punter, which explains the switch in position with the fullback.

Diagram 2 shows the blocking we use when we decide to kick.

Diagram 3 shows a quick-opening play that we used most of the time when we decided to take the chance. As stated previously, any other T play could be run from this same formation.

We started to use this as a punt formation because we were pressed for practice time before our first game last fall. When the need arose, we punted from this same formation, anywhere on the field, even when our punter was standing in the end zone. The blocking, as shown, proved to be effective enough, even though our kicker was exceptionally slow at getting the ball away. We had a great deal of fun with our punt formation as the season progressed and a few pleasant surprises now and then. At least, we do believe it has helped us to keep the defense guessing just a little.

Simplified Running Offense

(Continued from page 14)

in the 20 series he will get the ball; if not, he fakes getting it. The quarterback gets the snap and follows his pattern, sliding first past the fullback, then past the left half, and finally swinging wide around the left end (Diagram 8).

Our *left* pattern is similar, only the assignments are reversed, with the left half blocking, the right half swinging around the left end, and the fullback hitting the 7 hole (Diagram 9).

Our next signal is *quickie*. On *quickie* the assignments are as follows: 1. Any back who is the ball-carrier drives directly to the selected hole and gets the ball on the way. 2. Halfbacks, if not ball-carriers, hold



DIAG. 5

position. 3. The fullback, if not the ball-carrier, swings wide and deep around the right end (Diagram 10).

On *no block*, all backs break fast and wide around the ball-carrier's end of the line. The designated back takes the pitchout and the two trailers watch for fumbles (Diagram 11).

On *delay*, the halfback who is not the ball-carrier drives into the line and fakes. Then the fullback swings around the right end deep. The halfback who carries the ball holds position until he gets the pitch from the quarterback and then hits the designated hole (Diagram 12).

On our *right reverse* pattern, the fullback and left half follow the regular *right* pattern except that the left half, after receiving the ball, must hand off to the right half. The right half takes two short steps toward the defensive end on his side. Then the right half pivots and swings wide around the left end and receives the ball from the left half (Diagram 13).

The *left reverse* is the same pat-

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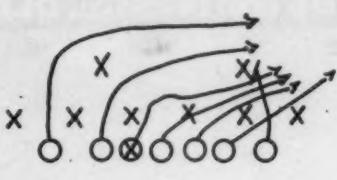
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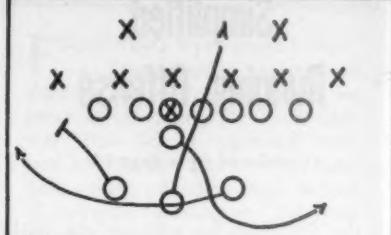
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DIAG. 6



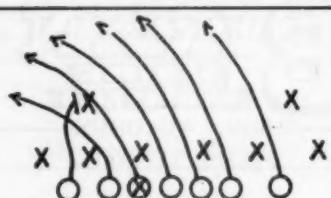
DIAG. 9

tern as right reverse, only the backfield assignments are just the opposite, and the play ends up sweeping the right end. These are our backfield patterns.

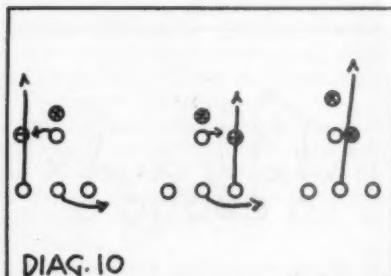
Naturally, we expect our linemen and backs to be alert and know what is going on and being done by their teammates. After the players have become familiar with the signal system, and are able to explain their assignments verbally, the backs and linemen are drilled often as a unit to perfect timing and insure smooth

not pass at all the 23-right pass is discontinued. If we have a good left-handed passer at right half a 42 left pass may be added. The quarterback is the key to our attack and he must be able to pass and handle the ball well. In junior high school a coach rarely gets four good backs so the fullback is the spot for the weakest back. Our fullback carries straight ahead only and blocks only on regular patterns.

Because of our unbalanced line we are able to pull the second and fourth



DIAG. 7



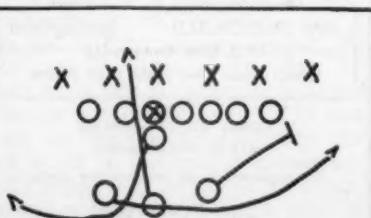
DIAG. 10

execution. In the diagrams, we have not indicated the defensive halfbacks and the safety man. No particular man is ever assigned to these positions. Our downfield blockers are instructed to try and get ahead of the ball-carrier and then take the first opponent who comes to them.

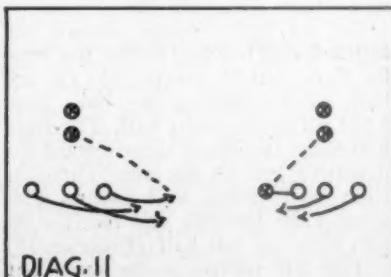
In putting our offense together the potentialities of our players are considered and the plays are designed to take advantage of them. The two key backs are the halfbacks; therefore, our two best running backs are placed in these positions. If our left half can-

linemen on sweeps instead of the third and fifth linemen (Diagram 14). Thus, our linemen are able to get out in front more quickly.

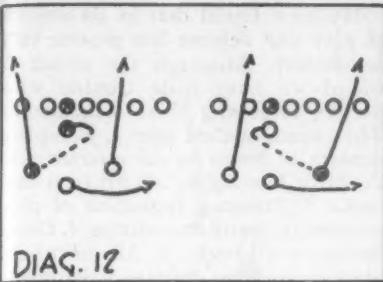
One of our major tasks is finding and training a quarterback to handle the offense. In any system, and especially in the T, the quarterback should be above average mentally. However, we still like to keep things as simple as possible for him. We ask our quarterback to learn only two basic pivots. From these two basic pivots he learns six variations but no new fundamentals.



DIAG. 8



DIAG. 11

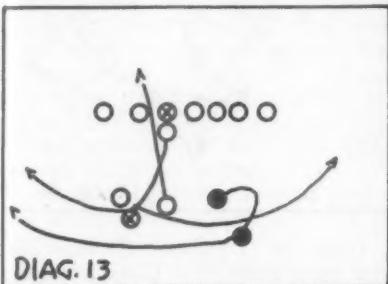


DIAG. 12

Or *quickies* to the odd side, a cross-over right pivot is used. The quarterback pivots forward on the ball of his right foot and crosses over in front with his left foot. Then he hands off with his left hand.

On *quickies* to the even side, we use a quarter left pivot. The quarterback pivots back on the ball of his right foot, swings his left foot back, and his body makes a one-quarter turn. He then hands off with his right hand.

On *right* patterns, a left crossover and back are used. The quarterback

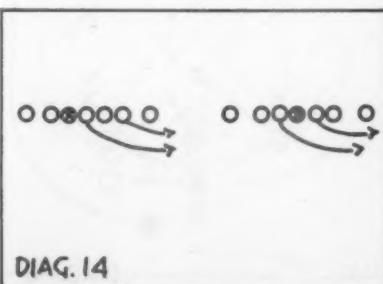


DIAG. 13

pivots on the ball of his left foot and swings his right foot across in front of his body. His body makes a half turn until the quarterback faces the backfield. Then he starts straight back, using his right hand in faking or giving to the fullback. He continues back, using his left hand in faking or giving to the left halfback.

Or *left* patterns, we use a right crossover and back which is just the reverse of the left crossover and back.

On *no blocks* to the left, a right-handed quarterback pivots back on the ball of his right foot and at the



DIAG. 14

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same time takes a short diagonal step directly at the left half. Then he throws an underhand spiral pitch to the left half with plenty of lead.

On *no blocks* to the right, a right-handed quarterback pivots back on the ball of his right foot and at the same time swings his left foot around, making a three-quarter turn with his body. He takes one skip step and shoots an underhand spiral pitch to the right half.

On *delays*, the quarterback uses the same pivot as on *quickies*. After faking to the halfback he flips a soft two-handed lateral to the delaying back.

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If the fundamentals are well taught this simple offense should prove enjoyable for a junior high school team.

Spinning Winged A Offense

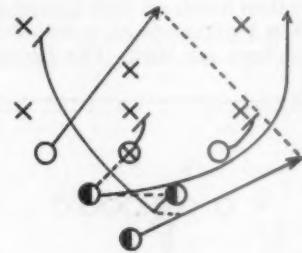
(Continued from page 13)

advanced through the primary defense, he can keep the ball or lateral out to the No. 1 back. The offensive right end checks, then goes on down for the safety.

In Diagram 8 we have the quickie spin give, in which the No. 2 back gives to No. 3. No. 1 follows his shovel to No. 2 and goes around to the right to block. The left end freezes the linebacker with the "Hay" procedure mentioned earlier. The faking of the No. 2 back is important here.

Diagram 9 shows the quickie spin give pass, which is executed exactly like the give running play, except that the tailback runs wide a short distance, stops, and forward passes to the left end, who employs the "Hay" technique on the linebacker, then goes on by. The No. 1 back decoys the defensive left half out to the right.

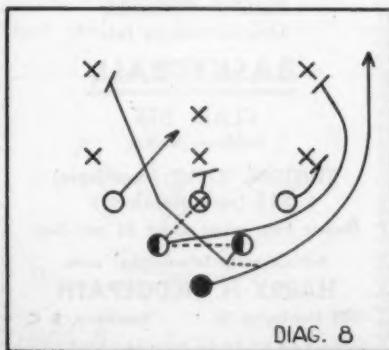
The quickie running pass right, from a shift right, is shown in Diagram 10. This is a good play to use against a charging left end. The No. 1 back fakes to No. 2, runs a few steps to the right, and drills a quick pass to the right end, who has taken a few steps out to the flat. Then the end laterals to the tailback.



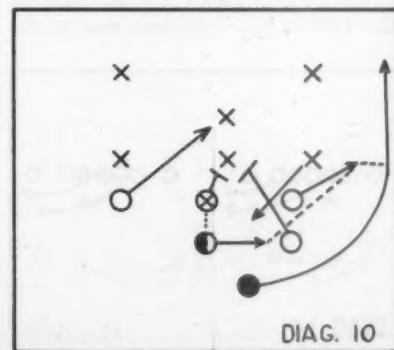
DIAG. 9

Diagrams 11 through 20 show the end right series, five plays from the regular A, and five from the winged A after a shift to the right from the basic formation. Included in this series are three plays diagramed against a 2-3-1 defense.

A straight end run in itself is not enough for a well-balanced offense. It needs some companion plays, both runs and passes, along with it to give it strength, and to make it a thing to be feared. Is it a run or a pass? That is the state of mind the defense should be kept in. All but one of the plays shown in this series start out as an

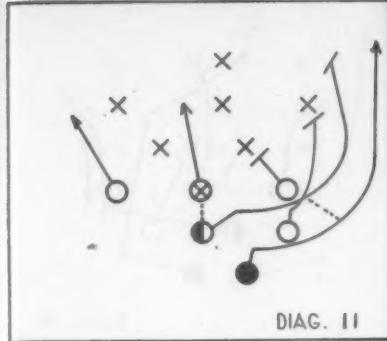


DIAG. 8



DIAG. 10

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DIAG. 11

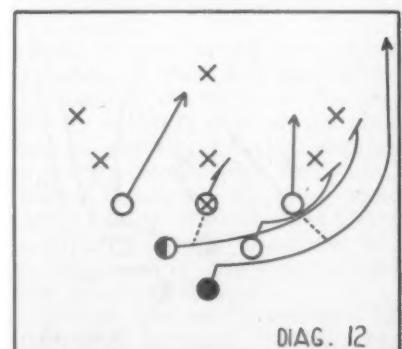
end run—the lone exception being the lightning pass play.

The base play of this series, as is shown in Diagrams 11 and 12, will have more chance to succeed, with the aid of some preliminary maneuvering on the part of the backs. A few steps in before going to the outside will help set up the blocking angles.

In the play which is shown in Diagram 11 we have the end run right, or end run right 231, as we call it, with an opposing 2-3-1 defense. The backfield has shifted right. All three backs start with a step or two in, then veer to the outside. The left end and center freeze the middle linebacker, the safety, and the outside defensive back by going down as if for a pass. Their charge out must be fast.

Diagram 12 shows the same play as we would run it against a 3-2-1, from a regular A. The No. 1 back takes his first step towards the center with his left foot, and receives a lead snap from the center as his right foot hits the ground on his second step. The left end goes down to freeze the safety.

Diagram 13 shows the end run right reverse, from a shift right, with an opposing 2-3-1 setup. This play can be run with the wingback playing wider than is shown. The tailback makes a direct hand-off to the wingback, who takes his first step back with his left foot, receives the ball and goes



DIAG. 12

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out of bounds spot. Receiving team's ball.
1st and 25.
3. BALL IN POSSESSION OF RECEIVING
TEAM. ans: Penalty of 15 yds. from spot
of foul. 1st and 10.
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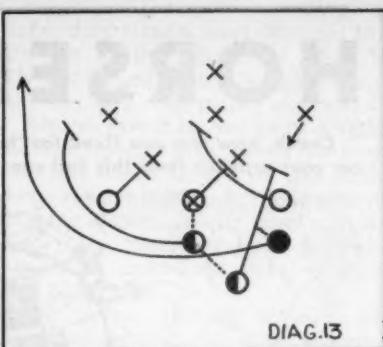
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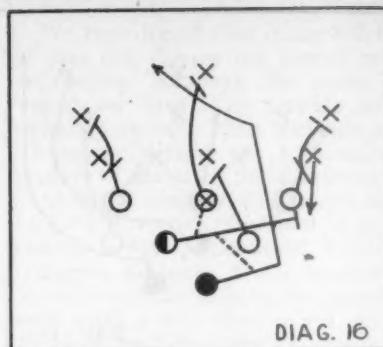
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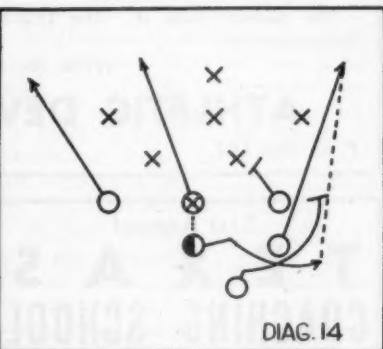
DIAG. 13



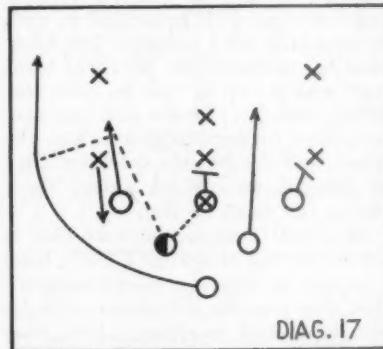
DIAG. 16

to the left, hiding the ball on his left hip. The right end goes behind the center for his block on the middle linebacker.

In the play which is shown in Diagram 14 we see the end run right pass also called the 231 pass, from the name of the defense. The No. 1 back fakes to the tailback, then swings out to the right and throws a forward



DIAG. 14



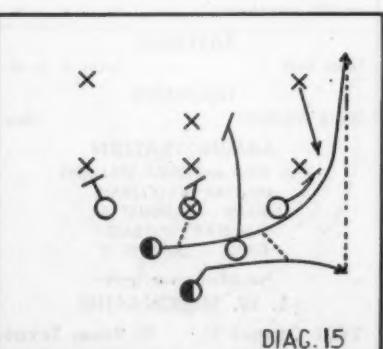
DIAG. 17

pass to the No. 2 back, who fakes a block on the outside halfback and goes on downfield. The left end and center break diagonally to the left.

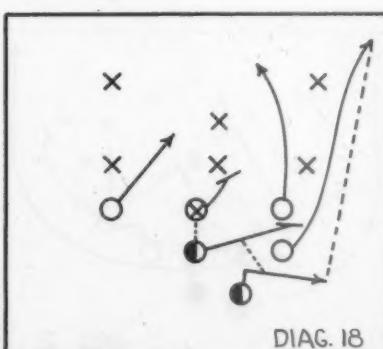
The end run right handy over pass, which is shown in Diagram 15, works well against a defensive left halfback who comes up fast. The No. 1 back laterals to the tailback who throws a forward pass back to No. 1 over the head of the on-coming halfback.

left end cannot block him, the tailback may lateral to the end.

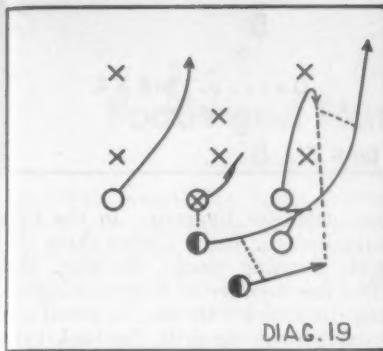
Diagram 17 shows a play we call the lightning lateral pass left, off the end run right. This is a fine play to use against a right end who charges. The No. 1 back throws a quick pass to the left end, who takes several steps towards the halfback, turns, takes the pass, then laterals to the tailback coming wide.



DIAG. 15



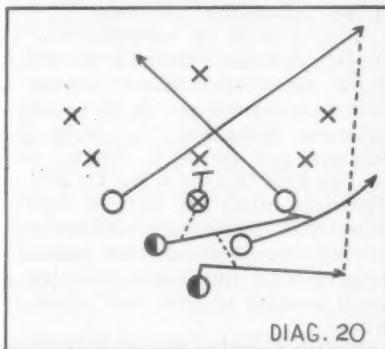
DIAG. 18



In Diagram 18 we see the end run right fan pass. The right end and wingback break down, then fan out. The left end again freezes the line-backer.

Diagram 19 shows the end run right buttonhook lateral, run from a shift right. The right end runs straight at the halfback, stops, hooks back, then laterals to the No. 1 back.

The end run right criss-cross pass, which is shown in Diagram 20, can be used against any kind of defense. The right end crosses first. The No. 2 back goes out to the right as indicated, to decoy the left half. The pass can be thrown to the No. 2 back if the defensive left halfback picks up the crossing left end.



Line Fundamentals

(Continued from page 40)

another on his way simply by pointing at him. This drill teaches the linebacker to use his hands and protect his middle, while at the same time it provides valuable blocking experience for the other men. Line-backers should not be given more than a minute, or minute and a half, of this strenuous drill at any one time as the chance of injury is increased once they become tired.

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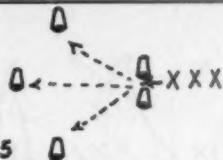
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DIAG. 4



DIAG. 5



ball-carrying techniques. Two dummies (Diagram 4) are placed three or four yards apart, with an offensive and defensive lineman in the gap, and a ball-carrier is situated about four yards back of the offensive man. On the count, the offensive man will block with either shoulder, while the ball-carrier cuts the opposite way of the block and stays within the dummies. The defensive man attempts to fight off the blocker and make the tackle. Besides being excellent "both way" practice for linemen, this drill also teaches backs to lower their shoulder and drive for the extra yard. As a variation, the coach may signal for a pass situation. The ball-carrier then fades and the defense rushes the passer, while the offensive man pass blocks.

An excellent drill for development of leg drive, low charges, and quick reactions can be set up with five dummies (Diagram 5). In this drill all dummies are manned and the coach positions himself behind the dummies so that he can be seen by the charging linemen. The two dummies closest to the linemen are about eight to twelve inches apart at the base and touching at the top. The defensive lineman fights his way through the dummies, usually being on the ground by the time he has battled through. The coach then signals which dummy the player should head for, using either a block or tackle.

Our last line drill, Diagram 6, covers about every possible line situation.

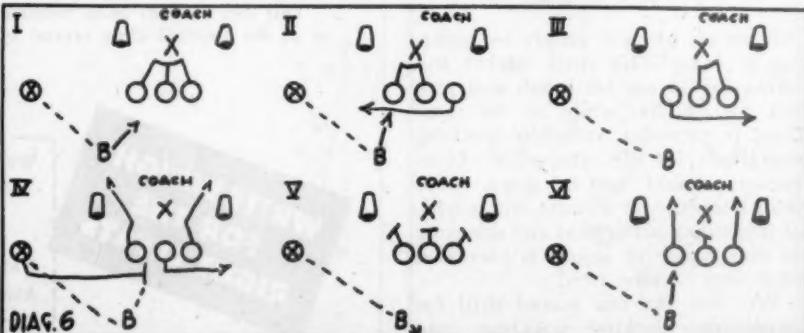
The coach stands behind and between the two dummies which are used for boundary markers. Other personnel used are three offensive linemen plus a center, a back, and

one defensive lineman. In the first situation, the coach flashes three fingers, meaning wedge blocking, and then the number of fingers designating the count. In this, as in all the variations of the drill, the back runs his hole as determined by the action of the blockers. In the second situation, the coach flashes two fingers on his right hand to designate double team blocking by the men to his right, and then flashes the count. The lineman not directly involved pulls across the formation. Situation three is simply the opposite of two and the coach signifies double team blocking by the men to his left by using his left hand. In situation four, the coach points directly at the center signifying trap blocking. The middle lineman pulls and if the defensive man does not react well, he will be trapped by the center. In situation five, the coach signals a pass situation by raising his hand. In situation six, the coach, by pointing a single finger at a man, determines one-on-one blocking.

This drill is an excellent way to subject defensive linemen to actual game conditions without staging a full scale scrimmage. It also stresses offensive techniques for both the linemen and the back. We are sold on this drill because it can be used in situations when we have a limited number of linemen due to late classes or injuries. It should be especially helpful to a line coach who has a small number of boys with which to work.

We sincerely feel these drills will be helpful to boys at any level of play and that they will help make practices more entertaining and more profitable for all.

DIAG. 6



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Foods and Nutrition

(Continued from page 30)

In other words the high school athlete's protein needs are the same as those of his non-athletic contemporaries. Protein needs are governed by rate of growth rather than by activity.

A widely accepted belief in regard to diet for athletes is that milk should be avoided because it is hard on the wind. The study discussed here disavows this "old wives tale." "Whether an athlete must gain, lose, or maintain weight, there are certain foods that he should include in his daily diet. These are: a large serving of protein food (meat, cheese, fish, or eggs); two or more glasses of milk; a variety of vegetables, especially green and yellow; fruits, citrus daily; and generous amounts of enriched and whole grain breads and cereals. Milk is not a necessity in the diet of the athlete any more than is any other single food. It is generally easier to plan a well-balanced diet if milk in some form is included in the diet because it is such a good source of high quality protein, calcium, phosphorus, and riboflavin."

We feel that this report has a tremendous amount of merit, because it should go a long way in correcting far too numerous misconceptions in regard to the feeding of athletes. Nutrition has come to hold a high place in our educational system. It would be a shame to counteract the advances made in the field of nutrition by a number of "old wives tales" that certain foods are or are not good for athletes.

Coaches have indicated that they are quick to adopt trends in their coaching techniques. Undoubtedly, the same trends or fads carry over into training methods if some of the diets we have seen are any criteria. Football coaches have come to realize there is no easy road to victory, but that the game still requires mastery of the basic fundamentals of blocking and tackling. So it must be realized that there is no magic food or diet for athletes, but instead a well-rounded diet as indicated by good nutritional practices for growing youth.

A Word of Thanks

IN the short space of seven years, since the end of World War II, the Athletic Journal has more than doubled its circulation. This rapid growth of better than 1500 a year has been made possible by the acceptance which you, our readers, have given to our material. We are truly grateful.

A rapid growth of this kind also causes a certain amount of delay in processing changes of address for which we are sorry. You can help us give you better service by forwarding your new address thirty days before it is to take effect.

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